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ABSTRACT

Presented is the teacher handbook for EDUCOURSE I, a program designed to increase attending behaviors of educable mentally handicapped students by means of an inservice course in behavior modification techniques. Four instructional sequences consider assessment of interfering behaviors, eliciting attending behaviors, using teacher-attention to modify behavior, and devising and implementing a reinforcement system, respectively. Evaluation is by pre- and post-course videotapes of typical 15 minute classroom segments. The first instructional sequence provides theory and practice in the development of observational skills for assessing student attending problems. The second sequence further develops teacher skills through the discussion of attending behavior, student examples, and the establishment of rules for attending behavior. Considered during the third instructional sequence is the use of teacher attention to modify behavior with specific attention to means of using approval responses, of relating approval to student responses, and of redistributing teacher attention. The final instructional sequence develops a reinforcement strategy and gives guidance in establishing and enforcing contingencies. Considerable space is provided in the handbook for responses by the teacher. See EC 051 387 for the project report. (DB)

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ATTENDING BEHAVIOR: SKILLS FOR TEACHING EXCEPTIONAL CHILDREN

EDUCOURSE I

CURRICULA IMPROVEMENT CENTER
1300 COOPER STREET
PUNTA GORDA, FLORIDA 33950

EC 051388E

ED 073599

EDUCOURSE 1

ATTENDING BEHAVIOR: SKILLS FOR TEACHING EXCEPTIONAL CHILDREN

TEACHER HANDBOOK

An Inservice Training Program For Exceptional Child Educators

JUNE 1972

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EDUCOURSE I IS A PRODUCT OF

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A Multi-County Educational Cooperative

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EDUCOURSE I

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GUIDE TO EDUCOURSE I

TEACHER HANDBOOK

GUIDE TO EDUCOURSE I

TEACHER HANDBOOK

The Guide to Educourse I Teacher Handbook presents a "Module Overview" including instructional sequence objectives, instructional activities, and evaluation indicators; a programmatic flow chart; a description of evaluation procedures; and a materials list.

While the ability to "pay attention" is fundamental to all learning, the lack of attending behavior on the part of exceptional children is probably the most prevalent and persistent learning problem faced in the classroom by exceptional child teachers.

The major objective of this inservice module is to develop the teacher skills which will (1) reduce the occurrence of behaviors which interfere with attention, and (2) elicit and maintain attending behavior through a behavior modification approach.

MODULE OVERVIEW

Instructional Sequence One

General Objective: to train teachers of exceptional children to assess interfering behaviors in the classroom

Objective	Instructional Activities	Evaluation Indicators
1. The teacher will demonstrate skill in recognizing interfering behaviors.	1.1 Read Instructional Sequence One, pp. 23-27 of the Handbook	1.1 Correct classification of interfering behaviors into 5 major categories.
	1.2 View Instructional Model Lesson One	1.2 Completed checklist, p. 36 with no more than 2 errors.
	1.3 First viewing session of pre-course videotape; first and second observation.	1.3 Completed observation forms, pp. 39-40.
	1.4 Observe pupil behavior in own classroom for two fifteen-minute periods.	1.4 Completed list of pupil interfering behaviors in two classroom observations, pp. 45-46.

Objective	Instructional Activities	Evaluation Indicators
2. The teacher will establish a base-rate for interfering behaviors occurring in his classroom.	2.1 Read Instructional Sequence One, pp. 27-30	
	2.2 First viewing session of pre-course videotape, observation 2.	2.2 Completed form to tally interfering behaviors, p. 40.
	2.3 Conduct two observations of own classroom for pupil interfering behaviors.	2.3 Completed tally for interfering behaviors, pp. 45-46.
	2.4 Complete and establish a base-rate for interfering behaviors in own classroom.	2.4 Completed computation of base-rate using forms, pp. 47-49.

Instructional Sequence I. (Cont'd.)

Objective	Instructional Activities	Evaluation Indicators
3. The teacher will identify (rewarding) responses within the classroom that reinforce pupil interfering behaviors.	3.1 Read Instructional Sequence One, pp. 31-35.	
	3.2 View Instructional Model Lesson One; identify reinforcing outcomes.	3.2 Completed checklist on reinforcin outcomes, p. 37 with no more than 1 error.
	3.3 Second viewing of pre-course videotape.	3.3 Completed form on possible reinforcing outcomes, p. 42.

Instructional Sequence Two

General Objective: to develop teacher skills for eliciting attending behaviors among pupils in exceptional child classrooms

Objectives	Instructional Activities	Evaluation Indicators
1. The teacher will demonstrate skill in discussing and modeling appropriate attending behaviors.	1.1. Read Instructional Sequence Two, pp. 52-55.	
	1.2 View Instructional Model Lesson Two.	1.2 Completed checklist, p. 61 with no more than 1 error.
	1.3 Plan microteach lesson. Practice discussing attending behaviors in a small group.	1.3 Completed lesson plan, pp.63-65; videotape of microteach lesson
	1.4 First viewing microteach lesson; self-evaluation, observation 1 and 2.	1.4 Completed charts, pp.66-67.
	1.5 Plan a reteach lesson with another small group.	1.5 Completed lesson plans, pp. 71-72
	1.6 Conduct and videotape reteach lesson	1.6 Videotape of reteach lesson
	1.7 First viewing of reteach lesson; self-evaluation.	1.7 Completed chart, p. 73
	1.8 Plan for use in total classroom	1.8 Acquainting all pupils in class with appropriate attending behaviors.

Instructional Sequence II. (Cont'd.)

Objectives	Instructional Activities	Evaluation Indicators
2. The teacher will demonstrate use of techniques that elicit student examples of attending behavior.	2.1 Read Instructional Sequence Two, pp. 55-56.	
	2.2 View Instructional Model Lesson Two.	2.2 Completed checklist, p. 61 with no more than 1 error.
	2.3 Plan microteach lesson.	2.3 Completed lesson plan, p. 64.
	2.4 Practice eliciting student examples of attending behaviors.	2.4 Completed videotape of microteach lesson.
	2.5 First viewing of microteach lesson; self-evaluation, observation 1 and 2.	2.5 Completed charts, pp. 66-67.
	2.6 Plan reteach lesson with second small group.	2.6 Completed reteach lesson plan, pp. 71-72.
	2.7 First viewing of reteach lesson, self-evaluation.	2.7 Completed chart, p. 73.
	2.8 Plan for use in total classroom .	2.8 Listed student examples of attending behavior.

Instructional Sequence II. (Cont'd.)

Objectives	Instructional Activities	Evaluation Indicators
3. The teacher will demonstrate skill in establishing rules for attending behaviors.	3.1 Read Instructional Sequence Two, pp. 57-59.	
	3.2 View Instructional Model Lesson Two	3.2 Completed checklist p. 61 with no more than 1 error.
	3.3 Plan microteach lesson with a small group	3.3 Completed lesson plan, p. 65.
	3.4 Practice establishing rules for attending behaviors.	3.4 Videotape of microteach lesson; students' list of rules.
	3.5 Second viewing of microteach lesson, self-evaluation.	3.5 Completed evaluation, p. 69.
	3.6 Plan reteach lesson with a second small group.	3.6 Completed lesson plan, pp. 71-72.
	3.7 Practice skills in establishing rules.	3.7 Videotape of reteach.
	3.8 Second viewing of reteach lesson, self-evaluation.	3.8 Completed self-evaluation, p. 75.
	3.9 Use skills in total classroom.	3.9 Involvement of all pupils in establishing rules.

Instructional Sequence Three

General Objective: to develop teacher skills in modifying student behavior through the appropriate use of teacher - attention as a consequence for attending and interfering behaviors.

Objectives	Instructional Activities	Evaluation Indicators
1. The teacher will use approval responses for reinforcing appropriate attending behavior.	1.1 Read Handbook Introduction, pp. 7-15	
	1.2 Read Instructional Sequence Three, pp. 78-84.	
	1.3 View Instructional Model Lesson Three; identify approval responses in model lesson.	1.3 Completed checklist, p. 93; with no more than 2 errors.
	1.4 Plan 30-minute classroom session to practice approval responses skill.	1.4 Completed lesson plans, pp. 97-98; record of session on audiotape.
	1.5 Listen to audiotape and complete self-evaluation, first classroom session observation 1 and 2.	1.5 Completed charts, pp. 101-102.
	1.6 Plan and record second classroom session.	1.6 Completed lesson plans, pp.104-105; record of session on audiotape.
	1.7 Audiotape of second session, self-evaluation, observation 1 and 2.	1.7 Completed observation forms, pp. 108-109.
	1.8 Plan for use in total classroom.	1.8 Completed form, p. 108, shows approval responses reinforcing pupil attending behavior in at least one episode.

Instructional Sequence III. (Cont'd.)

Objectives	Instructional Activities	Evaluation Indicators
2. The teacher will relate approval to specific student responses.	1. Read Handbook Introduction, pp. 9-15.	
	2.2 Read Instructional Sequence Three, pp. 84-86.	
	2.3 View Instructional Model Lesson Three; identify "relating approval."	2.3 Completed checklist, p.93 with no more than 2 errors.
	2.4 Plan a 30-minute classroom session; practice "relating approval" to specific student responses.	2.4 Completed lesson plans, pp. 97-98 recorded audiotape.
	2.5 Teacher self-evaluation for first classroom session, observation 1 and 2.	2.5 Completed charts, pp. 101-102.
	2.6 Improving skill in "relating approval" by planning and conducting second classroom session (30 minutes).	2.6 Completed lesson plans, pp. 104-105 recorded audiotape.
	2.7 Teacher self-evaluation of audiotape of 2nd classroom session, observation 1 & 2.	2.7 Completed forms, pp. 108-109.
	2.8 Plan for use in total classroom.	2.8 Completed form, p. 108, shows relating approval strengthening attending behavior in at least one episode.

Instructional Sequence III. (Cont'd.)

Objectives	Instructional Activities	Evaluation Indicators
3. The teacher will redistribute teacher attention to eliminate interfering behaviors.	3.1 Read Handbook Introduction pp. 9-16.	
	3.2 Read Instructional Sequence Three, pp. 89-92.	
	3.3 View Instructional Model Lesson Three; identify redistributing teacher attention responses.	3.3 Completed checklist, p. 93 with no more than 2 errors.
	3.4 Plan 30-minute classroom session; practice redistributing teacher attention to eliminate interfering behavior.	3.4 Completed lesson plans, pp.99-100; record audiotape.
	3.5 Teacher self-evaluation for first classroom session, observation 1 and 2.	3.5 Completed charts, pp. 101-102.
	3.6 Improve skill in redistributing teacher attention by planning and conducting second classroom session (30-minute).	3.6 Completed lesson plan, pp.104-105.
	3.7 Teacher self-evaluation for second classroom session, observation 1 and 2.	3.7 Completed forms, pp. 108-109.
	3.8 Plan for use in total classroom.	3.8 Completed form, p. 108, shows redistributing teacher attention results in on-task response in at least one episode.

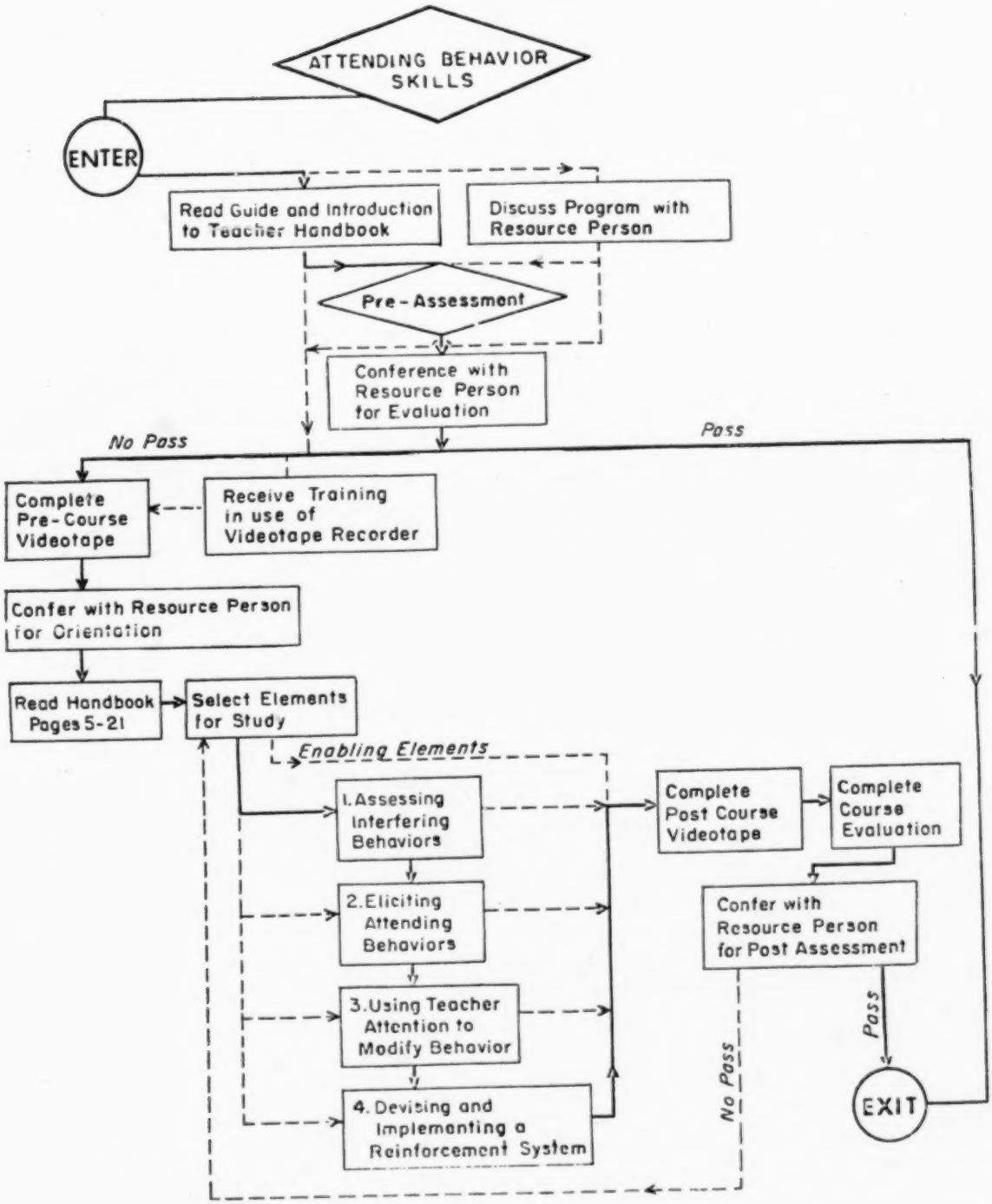
Instructional Sequence Four

Objectives	Instructional Activities	Evaluation Indicators
1. The teacher will develop a reinforcement strategy.	1.1 Read Instructional Sequence Four, pp. 112-120.	
	1.2 View Instructional Model Lesson Four; identify skills in developing a reinforcement system.	1.2 Completed check-list, p. 128 with no more than 2 errors.
	1.3 Plans for structured interview to identify low-strength behaviors and student activity preferences for 2 students.	1.3 Completed interview plans, pp. 130-131.
	1.4 Structured interview - 2 students.	1.4 Completed recording form, p. 133; structured interview.
	1.5 Construct a reinforcement menu for the 2 students interviewed.	1.5 Completed drawings of 2 students showing activity preferences.
	1.6 Plan for use in total classroom.	1.6 Modification of strategy in terms of each student's behavior.
2. The teacher will establish 2 contingencies for use with a reinforcement system.	2.1 Read Instructional Sequence Four, pp. 120-123.	
	2.2 View Instructional Model Lesson Four; identify examples of establishing contingencies for pupil behaviors.	2.2 Completed checklist, p. 128 with no more than 2 errors.
	2.3 Plan a microteach lesson for use with 2 students; practice skills in microteach lesson	2.3 Completed lesson plan, pp. 137-138 Videotape of microteach.

Educourse Sequence IV Objectives	Instructional Activities	Evaluation Indicators
2. The teacher will establish 2 contingencies for use with a reinforcement system.	2.4 Teacher self-evaluation of microteach, first viewing.	2.4 Completed structured interview-microteach form, p. 133.
	2.5 Teacher self-evaluation of microteach, 2nd. viewing, observation 1 and 2.	2.5 Completed observation forms, pp. 140-141
	2.6 Improve skill in establishing contingencies for a reinforcement system by planning a reteach lesson.	2.6 Completed lesson plans, pp. 144-147.
	2.7 Practice skills in reteach lesson.	2.7 Videotape of lesson.
	2.8 Self-evaluation of reteach lesson, 1st. viewing.	2.8 Completed individual assessment form, p. 150.
	2.9 Self-evaluation of reteach lesson, 2nd. viewing, observation 1 and 2.	2.9 Completed forms, pp. 152-153.
	2.91 Plan for use in total classroom.	2.91 Modification of contingencies in terms of each student's behavior.

Instructional Sequence IV (Cont'd.)

Educourse Sequence IV Objectives	Instructional Activities	Evaluation Indicators
3. The teacher will assess student behavior and allocate points following a learning activity.	3.1 Read Instructional Sequence Four, pp. 124-126.	
	3.2 View Instructional Model Lesson Four; identify examples of assessing behavior and enforcing contingencies.	3.2 Completed checklist, p. 128, with no more than 2 errors.
	3.3 Practice skill in enforcing contingencies by planning a reteach lesson.	3.3. Completed lesson plans, pp. 144-148.
	3.4 Practice enforcing contingencies in reteach lesson.	3.4 Videotape of lesson.
	3.5 Self-evaluation of reteach lesson, first viewing.	3.5 Completed assessment forms, pp. 150-151.
	3.6 Self-evaluation of reteach lesson, 2nd viewing, observation 1 and 2.	3.6 Completed forms, pp. 152-153.
	3.7 Plan for use in total classroom.	3.7 Modification of point requirements to maintain desirabl behavior.


ATTENDING BEHAVIOR SKILLS
ENTER
Read Guide and Introduction to Teacher Handbook
Discuss Program with Resource Person
Pre-Assessment
Conference with Resource Person for Evaluation
No Pass
Pass
Complete Pre-Course Videotape
Receive Training in use of Videotape Recorder
Confer with Resource Person for Orientation
Read Handbook Pages 5-21
Select Elements for Study
Enabling Elements
1. Assessing Interfering Behaviors
2. Eliciting Attending Behaviors
3. Using Teacher Attention to Modify Behavior
4. Devising and Implementing a Reinforcement System
Complete Post Course Videotape
Complete Course Evaluation
Confer with Resource Person for Post Assessment
Pass
No Pass
EXIT

EVALUATION PROCEDURES

Pre-Assessment

After reading the Guide to Educourse I Teacher Handbook and the Introduction, to the Handbook, the teacher can discuss the Educourse I program with the Resource Person and arrange for a Pre-assessement of attending behavior skills by obtaining a 15 minute videotape of a typical instructional activity. A classroom observation of a 15 minute lesson can be made with a checklist for interfering behaviors by the Resource Person if videotape equipment is not available. If the evaluation of the instructional activity indicates that no more than 10 incidents of interfering behaviors among the 5 categories were recorded, there should be no need for the teacher to complete the EDUCOURSE I training program. If more than 10 incidents were recorded, the teacher should prepare to complete the EDUCOURSE program.

Post-assessment

After completing the EDUCOURSE I training program, emphasizing those enabling elements which seemed most important for the individual trainee, a 15 minute post-course videotape should be made by the Resource Person or a classroom observation if the videotape equipment is not available.

If the evaluation indicates that a significent decrease has not been made in the number of interfering behaviors recorded in the pre-assessment lesson, the trainee can retake all or those parts of the training cycle which seem appropriate.

MATERIALS LIST

Hardware

1. videotape recorder
1 TV camera
1 TV monitor
2 Microphones
1 audio tape recorder
1 microphone stands
1 tripod
1 wide angle lens
1 audio mixer
miscellaneous cables

Software

Guide to Educourse I Teacher Handbook

Educourse I Teachers Handbook

4 Videotaped Instructional/Model Lessons

Videotaped Introduction to EDUCOURSE I

DAILY COURSE SCHEDULE

The daily course schedule lists the activities that you will complete in EDUCOURSE I. The schedule is in the form of a day-by-day checklist. Use the spaces to check off each activity as you complete it.

PRELIMINARY ACTIVITIES

		Date
(week preceding course)	RECEIVE TRAINING IN USE OF VIDEOTAPE RECORDER (VTR)	_____
	SEE HANDBOOK PAGE V AND COMPLETE PRE-COURSE VIDEOTAPE	_____

INTRODUCTION

Day 1	MEET WITH COORDINATOR FOR ORIENTATION	_____
	VIEW EDUCOURSE ONE INTRODUCTORY TAPE	_____
	READ HANDBOOK: PAGES 1-37	_____

INSTRUCTIONAL SEQUENCE ONE

Day 2	VIEW INSTRUCTIONAL/MODEL ONE: COMPLETE CHECKLIST: PAGES 36-37	_____
	PLAN FIRST OBSERVATION: SEE HANDBOOK PAGES 38-42	_____

Day 3	VIEW PRE-COURSE VIDEOTAPE AND COMPLETE OBSERVATION FORMS: SEE HANDBOOK PAGES 39-42	_____
	PLAN CLASSROOM OBSERVATION: HANDBOOK PAGES 43-50	_____
Day 4	MAKE CLASSROOM OBSERVATION AND COMPLETE OBSERVATION FORMS: HANDBOOK PAGES 45-49	_____
	READ HANDBOOK: PAGES 51-61	_____

INSTRUCTIONAL SEQUENCE TWO

Day 5	VIEW INSTRUCTIONAL/MODEL TWO: COMPLETE CHECKLIST PAGE 61	_____
	PLAN MICROTEACH LESSON: HANDBOOK PAGES 62-65	_____
Day 6	CONDUCT AND VIDEOTAPE MICROTEACH	_____
	VIEW MICROTEACH AND COMPLETE TEACHER SELF-EVALUATION: HANDBOOK PAGES 66-69	_____
	PLAN RETEACH LESSON: HANDBOOK PAGES 70-73	_____
Day 7	CONDUCT AND VIDEOTAPE RETEACH	_____
	VIEW RETEACH AND COMPLETE TEACHER SELF-EVALUATION: HANDBOOK PAGES 73-76	_____
	READ HANDBOOK: PAGES 77-93	_____

INSTRUCTIONAL SEQUENCE THREE

Day 8	VIEW INSTRUCTIONAL/MODEL THREE: COMPLETE CHECKLIST PAGE 93	_____
	PLAN FIRST CLASSROOM SESSION: HANDBOOK PAGES 94-102	_____

Day 9	CONDUCT AND RECORD FIRST CLASSROOM SESSION	_____
	LISTEN TO AUDIOTAPE AND COMPLETE TEACHER SELF-EVALUATION: HANDBOOK PAGES 101-102	_____
	PLAN SECOND CLASSROOM SESSION: HANDBOOK PAGES 103-105	_____
Day 10	CONDUCT AND RECORD SECOND CLASSROOM SESSION	_____
	LISTEN TO AUDIOTAPE AND COMPLETE TEACHER SELF-EVALUATION: PAGES 106-110	_____
	READ HANDBOOK: PAGES 111-127	_____

INSTRUCTIONAL SEQUENCE FOUR

Day 11	VIEW INSTRUCTIONAL/MODEL FOUR: COMPLETE CHECKLIST: PAGE 128	_____
	PLAN STRUCTURED INTERVIEWS: HANDBOOK PAGES 129-133	_____
	PLAN REINFORCEMENT MENU: HANDBOOK PAGES 134-135	_____
Day 12	CONDUCT AND RECORD STRUCTURED INTERVIEWS: HANDBOOK PAGE 133	_____
	CONSTRUCT REINFORCEMENT MENU: HANDBOOK PAGES 136-138	_____
Day 13	CONDUCT AND VIDEOTAPE MICROTEACH	_____
	VIEW MICROTEACH AND COMPLETE TEACHER SELF-EVALUTION: HANDBOOK PAGES 139-141	_____
	PLAN RETEACH LESSON: HANDBOOK PAGES 142-148	_____
Day 14	CONDUCT AND VIDEOTAPE RETEACH	_____

	VIEW RETEACH AND COMPLETE TEACHER SELF-EVALUATION: HANDBOOK PAGES 149-153	_____

POST-COURSE ACTIVITIES

(week following course)	MEET WITH FIELD TEST COORDINATOR FOR INSTRUCTION IN COURSE FOLLOW-UP AND EVALUATION	_____
	COMPLETE COURSE EVALUATION: PAGES 157-168	_____

PRE-COURSE VIDEOTAPE

TO THE TEACHER:

Before you begin EDUCOURSE I, it is important that you obtain a pre-course videotape of an instructional activity. The pre-course videotape will give you an opportunity to practice using the videotape recording equipment. You will refer to this tape when completing the activities in Instructional Sequence One.

INSTRUCTIONS:

Plan an instructional lesson. The academic content of the activity is not significant; however, it should provide an opportunity for all students to actively participate. The activity should last for fifteen minutes. Your directions to the students should be recorded at the beginning of the tape.

When you have completed the tape, record the information indicated below:

DATE OF RECORDING _____

NATURE OF INSTRUCTIONAL TASK _____

NUMBER OF STUDENTS INVOLVED _____

TYPE OF PARTICIPATION REQUIRED _____

INTRODUCTION

EDUCOURSE I

ATTENDING BEHAVIOR:
SKILLS FOR TEACHING
EXCEPTIONAL CHILDREN

OBJECTIVES AND COURSE SEQUENCE OUTLINE

OBJECTIVE

EDUCOURSE ONE represents a behavior modification approach to promoting attention in the exceptional child classroom. The objective of this course is to develop teacher skills which will (1) reduce the occurrence of behaviors which interfere with attention, and (2) elicit and maintain attending behavior.

COURSE SEQUENCE OUTLINE

INTRODUCTION

The objective of the introduction is to summarize the rationale for using behavior modifcation techniques to promote attending behavior in the exceptional child classroom, and to provide an overview of the operation of EDUCOURSE ONE as a teacher inservice training program.

The four instructional sequences in EDUCOURSE ONE comprise a developmental approach to the systematic application of behavior modification techniques.

INSTRUCTIONAL SEQUENCE ONE

Assessing Interfering Behaviors

1. Recognizing Interfering Behaviors
2. Establishing a Base-Rate for Interfering Behaviors
3. Identifying Reinforcing Outcomes for Interfering Behaviors

The objective of Instructional Sequence One is the development of observational skills for assessing student attending problems. At the completion of this sequence, the teacher will have acquired information essential to the planning of effective behavior modification strategies in her classroom, and will have practiced data-collection skills necessary to an assessment of these strategies as effective means of modifying behavior.

Product: Base-Rate for Interfering Behavior

INSTRUCTIONAL SEQUENCE TWO

Eliciting Attending Behaviors

1. Discussing Attending Behavior
2. Eliciting Student Examples of Attending Behavior
3. Establishing Rules for Attending Behavior

The objective of Instructional Sequence Two is the development of teacher skills for eliciting attending behavior. At the completion of this sequence the teacher will be able to facilitate the emission of responses incompatible with interfering behavior, and will have set behavioral goals for her students. These goals will provide the basis for the modification strategies presented in the remaining sequences.

Product: Rules for Attending Behavior.

INSTRUCTIONAL SEQUENCE THREE

Using Teacher-Attention to Modify Behavior

1. Using Approval Responses
2. Relating Approval to Specific Student Responses
3. Redistributing Teacher-Attention

The objective of Instructional Sequence Three is the development of skills in using teacher-attention to eliminate interfering behavior and increase attending behavior. At the completion of this sequence, the teacher will be familiar with the use of relevant social stimuli as an effective behavior modification strategy.

Product: Reinforcement Strategy (1)--Teacher-Attention

INSTRUCTIONAL SEQUENCE FOUR

Devising and Implementing a Reinforcement System

1. Developing a Reinforcement Strategy
2. Establishing Contingencies
3. Enforcing Contingencies

The objective of Instructional Sequence Four is the development of teacher skills in: (a) determining reinforcers to meet individual needs, and (b) constructing and administering an individualized reinforcement system.

At the completion of this sequence, the teacher (1) will have compiled an individual record system in the form of a reinforcement menu from which children can realize personal preferences in their choice of activities; and (2) will have established a token system for administering reinforcement according to individual needs.

Reinforcement Strategy (2)--Reinforcement Menu
Reinforcement Strategy (3)--Token System

EDUCOURSE I: COURSE CONTENT

OBJECTIVE

The objective of Educourse I is to train exceptional child teachers in the systematic application of teaching techniques designed to elicit and maintain student attending behavior.

ATTENTION AND THE EXCEPTIONAL CHILD

The ability to "pay attention" is fundamental to all learning. Attending labels the behavior of looking at, or noticing, certain features of a person, thing, or condition which come to be discriminative for that stimulus; since actual verification of inferred periods of attention can be made only through observable responses, attending also incorporates the response made in the presence of a particular stimulus. Thus a child's pattern of responding comprises a record of his attending. Before children can learn, they must be able to attend to specific stimuli in the educational environment, focus on relevant cues inherent to those stimuli, and make an appropriate response.

For most children, the skills related to attention are developmental; when they enter school, they have already acquired appropriate patterns of "noticing" and "doing." Many exceptional children, however, exhibit attention deficits which prohibit or interfere with learning behavior. Such deficits may be manifested as hyperactivity or disruptiveness, or may be indicated by the student's lack of attention to the teacher or the learning task, his inability to follow directions, or his unwillingness to undertake and complete learning tasks. These observations suggest that it is the exceptional child's failure to master the basic learning competency of attending that constitutes the most serious instructional problem for his teacher.

The practical experience of exceptional child teachers, who consistently indicate students' lack of attending behavior as the most prevalent learning problem in their classroom, lends credence to this viewpoint. It is also supported by a survey of educational research, from which there emerges an emphasis on attention both as an area of general deficit in the exceptional child and as an area for needed instructional improvement.

In his approach to clinical teaching, Smith (1968) reflects the belief of many psychologists and educators that "general lack of attention...is the primary reason that retarded children often do poorly in school activities,"[1] and concludes his assessment of this

problem with the statement that "helping the retarded to develop skills in attending to relevant stimuli is important for instructional effectiveness."[2] Haring (1968) views attention as "a crucial consideration in the instructional environment";[3] while Robinson and Robinson (1965), in their examination of learning theories related to mental retardation, offer the summation that "for retarded children...management of attention is possibly the most valuable contribution a teacher can make."[4]

Educourse I, then, is presented as an inservice training program in the belief that eliciting and maintaining student attending behavior is the most important function of the exceptional child educator.

MANAGEMENT OF ATTENTION THROUGH BEHAVIORAL TECHNIQUES

The instructional skills included in Educourse I represent a behavioral approach to exceptional child education. This approach has three basic propositions:

(1) Learning is reflected in a change of behavior.

(2) Complex forms of human functioning are learned.

(3) Because behavior is learned, it can be changed.[5]

Essentially, this approach requires that exceptional child teachers focus on children who are labeled as "mentally retarded" as children who exhibit maladaptive behaviors which interfere with the acquisition of adaptive behaviors necessary to learning.

The Concept of Interfering Behavior

A behavioral approach to attending problems is of urgent importance to exceptional child teachers since recent research suggests that "much of the behavior currently resulting in a diagnosis of 'mental retardation'...will eventually be viewed as merely severe interfering behavior."[6] The term interfering behavior refers to certain kinds of behavior which compete with or totally preclude the learning of other, more adaptive behavior patterns. It is used to designate specific behaviors which are not only inherently undesirable, but which also occur with such frequency that they reduce the probability of any other responses being emitted.

Such interfering behavior may play a major role in many patterns of retarded behavior, especially that of not paying attention. It is obvious, for example, that hyperactive behavior, usually described as short attention span combined with an excessive rate of behavior diffusion, interferes with attending behavior in that the child who is moving through his environment rapidly and continually is not able to attend to relevant cues and does not make appropriate social or academic responses. A broad range of disruptive behaviors, such as constant talking, walking around, throwing objects, or poking other students, may also be implicated as attention-interfering behaviors.

In Educourse I, the initial objectives for the teacher are the identification of such maladaptive behaviors which interfere with attending behavior, and assistance to the child in developing more adaptive patterns of response. Instead of asking why an exceptional child behaves as he does, or attempting to relate his learning problems to underlying physical, psychological, or neurological factors, the teacher's task is to determine what behavior the child exhibits which interferes with his ability to attend, and then to help the child in modifying this behavior.

Behavior Modification

Educourse I represents a behavior modification approach to promoting attending behavior in the exceptional child classroom. The methodology proposed in the course is derived from the premise that behavior is learned, and that it is learned in accordance with Thorndike's Law of Effect, which states that "an act may be altered in its strength by its consequences."[7] Specific instructional skills in Educourse I are based on the following principles of behavior modification:

1. Behavior is affected by its consequences.
2. Consequences must be closely related to desired terminal behaviors.
3. Consequences are defined only in terms of their actual effect on the learner.
4. Consequences must be consistently administered.

An understanding of these basic principles is essential to the effective

application of the instructional techniques in Educourse I.

1. Behavior is influenced by its consequences.

The probability of any behavior's reoccurrence is directly related to the effect that behavior has on securing positive or negative outcomes from the environment. Thus any behavior is influenced by what happens as a consequence of its occurrence: if a behavior is rewarded, it tends to be repeated; if it is punished, it is not likely to be repeated. If no consequences obtain for a particular behavior--i.e., if it is neither rewarded nor punished, but merely ignored--that behavior will probably not reoccur.

A concise statement of the application of this principle to the problem of promoting attending behavior in the classroom is made in the following excerpts:

> The child learns to attend to conditions around him in school.... He responds to relevant stimuli or groups of stimuli by making specific movements that are usually easily observable. Some types of responses the child makes to these conditions predictably come to be made more often than others as a result of reinforcement of these responses. The stimuli present when these responses are reinforced come to exert control over future responses in their presence; thus, "attending" to them results. For example, during an arithmetic lesson, many children predictably begin their assignment immediately, while a few predictably gaze around the room. Response patterns which predictably occur become established through events which serve as consequences for these responses."[8]

Having established that "the consequences for responding are the key factors in establishing any behavior pattern, including attending,"[9] Haring concludes that "the primary responsibility of the teacher in developing attending and responding to the classroom stimuli involves selecting motivating conditions appropriate to the child and the classroom and arranging them to occur in some pattern immediately following a specified pattern of responding."[10]

In the classroom, teachers control a variety of consequences, both positive and negative, for student behavior--grades, verbal approval or reproof, smiles or frowns, the granting or withholding of privileges. With systematic application of appropriate consequences, teachers can influence or modify student behavior. Through the use of positive reinforcement, teachers can increase the occurrence of attending behavior; through the use of negative reinforcement or extinction procedures, they can decrease the occurrence of interfering behavior.

Educourse I is concerned essentially with positive reinforcement as a consequence for student attending behavior. Positive reinforcement is anything that encourages a student to behave in the desired way. Its purpose is to reward specific student behaviors with something the student wants or will like; its effect is to make that behavior more likely to recur. It must be noted that any behavior which is consistently and positively reinforced will tend to be repeated. This principle is

especially important in terms of the interfering behaviors discussed above, in that such behaviors are possibly maintained because they result in teacher or peer attention which serves as positive reinforcement.

Since interfering behavior is a prevalent feature of the exceptional class situation, and a primary obstacle to attending behavior, the teacher should also be familiar with negative reinforcement and extinction as methods of dealing with such behavior.

Negative reinforcement is anything that discourages undesirable behavior on the part of the learner. The purpose of negative reinforcement is to provide as a consequence for student behavior something that the student does not want or will not like; its effect is to make that behavior less likely to recur.

Negative reinforcement is, in effect, punishment. As punishment, it often has undesirable side effects detrimental to learning, particularly in that the student may learn to dislike the teacher or to avoid school. Because of these side effects, it is the position of this course that the only punishment appropriately utilized to diminish interfering behaviors is that of withholding positive reinforcement.

Interfering behaviors can also be controlled through extinction. This term applies to the planned absence of either positive or negative reinforcment. When any form of reinforcement is deliberately and consistently withheld, the behavior which is thus ignored will be

extinguished or diminished. While there is considerable evidence that interfering behaviors can be eliminated by systematic withdrawal of attention to them, this procedure is complicated by the condition of requiring total avoidance of reinforcement. This problem will be examined at length later; however, in attempting to extinguish behavior, the teacher should remember that it is more efficient to countercondition interfering behavior by replacing it with incompatible, adaptive alternatives than it is to attempt to extinguish it without replacement.

2. Consequences must be closely related to desired terminal behaviors.

The teacher should remember that the effects of consequences on behavior are automatic.

1. Any behavior that is positively reinforced, or rewarded, will tend to be repeated.

   If a student emits an interfering behavior to "show off" for his peers, and they give him the desired attention, he will probably continue with such antics.

2. Any behavior which is negatively reinforced, or punished, is not likely to be repeated.

   If a student attempts to answer a question, and his reply is met with ridicule, he probably will not answer any more questions.

3. Any behavior which is ignored will extinguish.

   If a child raises his hand to participate in a discussion but is never called on, he probably will cease to volunteer information.

These examples underscore the importance of relating consequences to desired terminal behaviors; the teacher must ascertain that specific

behaviors are being appropriately reinforced.

3. Consequences are defined only in terms of how they affect the learner.

In order to control attending and interfering behaviors, the teacher must be able to specify particular behaviors to be reinforced and to determine effective reinforcers. This is sometimes a difficult undertaking because reinforcers are often child-specific or situation-specific; that is, things which are reinforcing to one child may be aversive to another, or things which are reinforcing in one situation may not be effective in others. While teachers may be able to make some educated guesses about how particular reinforcers may influence a learner, it must be noted that the only way to determine the nature of a consequence is to assess the effect it has on the student's behavior.

This principle is particularly relevant to problems which arise from the application of consequences which the teacher believes to be punishing but which are really reinforcing--for example, some students are so dependent on attention from the teacher that even scolding may serve as a reinforcer for whatever behavior they emit to obtain the desired attention.

4. Consequences must be consistently administered.

In order to effect desired changes in student behavior, the

teacher must be consistent in her responses to children: appropriate behavior must be rewarded; interfering behavior must be punished or extinguished. If the teacher is not consistent in the provision of consequences--if a given behavior is sometimes reinforced and sometimes punished--she not only confuses the student, but also impedes his learning of adaptive behavior.

The application of positive and negative consequences is so obviously related to changing or controlling behaviors that behavior modification may be summarized as "effective teaching." Rewarding children for appropriate behavior is certainly not new to education; many teachers are already familiar with these principles of behavior modification. However, it is not the mere presence of these aspects of methodology in the classroom that is essential to the behavior modification strategy, but rather their consistent and systematic application.

Because teachers often do not recognize the potency of positive and negative consequences in the classroom, or understand how to effectively utilize these with children who have attending problems, each instructional sequence in Educourse I will explore these behavioral principles in greater depth and, more importantly, give the teacher practice in their systematic application in the classroom. The objective of the total sequence of instructional skills is to provide the exceptional child with a highly predictable learning environment--an environment in which the child knows what behavior is expected of him, and what consequences are contingent upon his meeting these expectations.

EDUCOURSE I: COURSE OPERATION

EXPERIMENTAL APPROACH TO TEACHER EDUCATION

Educourse I utilizes an experimental approach to teacher education, the prototype for which is the Minicourse Instructional Model developed by the Far West Laboratory for Educational Research and Development at Berkeley, California.[11] The objective of this approach is to actually shape specific skills and behavior patterns required for effective teaching. To accomplish this objective, the Minicourse Model meets three important requirements: first, it provides a clear definition of the skills to be learned, including a videotaped instructional model which allows the teacher to see skills performed in a classroom context; second, it provides an opportunity for the teacher to practice each new skill under optimal conditions; third, the Minicourse Model provides feedback on the practice performance and an opportunity for self-evaluation.

The methodology used in the Minicourse programs to change teacher behaviors toward the effective utilization of instructional skills incorporate the following rationale:

(1) Shaping Behavior

Shaping refers to the development of a given behavior through the use of reinforcement techniques. It involves primarily imitation, or developing a response to match a criterion or model response. Shaping is implemented first through the use of instructional and model lessons to establish the desired behaviors.

Instructional lessons, in the form of videotape presentations, are used to demonstrate desired behaviors. Rationale is relegated to accompanying printed materials since it is not essential to the learning of a behavior; thus the instructional lesson establishes performance criteria which are limited to specific skills which can be clearly defined and demonstrated. The instructional lessons present main points in a variety of ways, such as through verbal description, visual presentation, and enactment of examples.

(2) Perceptual Modeling

Both instructional and model lessons utilize perceptual modeling, or demonstrations of desired behavior (rather than symbolic modeling, or instructions about a specified behavior.) The model lessons are designed to illustrate the behaviors presented on the instructional tape in the context of a regular classroom lesson. Another purpose of the model lessons is to develop sensitivity for the behaviors being taught by requiring

teachers to watch for these behaviors in the model lessons and to identify them when they occur. Model behaviors are then imitated in successive brief sessions of microteaching, which comprise the second stage in matching criteria behaviors, or shaping.

(3) Microteaching (and Reteaching)

Microteaching and reteaching, in which the teacher actually tries out the skills under controlled conditions, are probably the most important parts of the course.

Microteaching is a method of teacher training developed at the Stanford School of Education. The basic idea behind microteaching is to create a special teaching situation which can be closely observed. In microteaching, the teacher works with a small class (4-5 students), teaches a short lesson (10-15 minutes), and concentrates his attention on a specific part of the complex teaching process. The teacher's performance is recorded on videotape, which is then available for immediate replay and careful scrutiny. Thus, the teacher is provided with the means to see himself as others see him, to judge his performance for himself, prior to reteaching practice again utilizing the same skill.

The fundamental propositions of microteaching are as follows:

(a) In microteaching, the teacher is given a single teaching skill at a time to learn. Then he has the opportunity to try his skill in an actual lesson, with his own students. He succeeds if he can use the skill, not if he can tell someone about it.

(b) Microteaching breaks complex teaching skills down into component skills, which are clear and specific. This breakdown facilitates the learning of a complex skill, since it is the summation of the more specific skills the teacher has learned.

(c) While learning a skill, the teacher receives immediate feedback as to how well he is progressing in mastering the skill. Because of the videotape, he can instantaneously replay his lesson and see for himself his failure or success in properly using the skill.

(d) Since microteaching gives the teacher a "second chance" to teach the same lesson, the new teaching skill can be further reinforced. He has a chance to correct his mistakes and be more confident of his correct use of a teaching skill. Teachers can, then, practice specified skills under optimal conditions, then transfer these skills to the regular classroom teaching situation.

(4) Videotape Feedback

The potential of the videotape recorder lies in its uses as a device for recording and subsequently analyzing complex behavior for the purposes of teacher improvement. The videotape affords direct teacher observation of his own classroom performance. This is important because

(a) it permits rapid behavioral feedback, with the customary delays between behavior and consequences which result in poorer learning omitted; and

(b) it presents a complete and objective record of behavior and the certainity that it actually occurred, which is important to both maintaining and changing skills.

The self-evaluation made possible by the use of videotape feedback is important in effecting desired changes in teacher behavior, and as such is perhaps one of the most essential components of the inservice training programs.

EDUCOURSE I

Educourse I contains four instructional sequences, each of which deals with a set of three related skills. During each sequence, the teacher completes the following activities:

The teacher reads the pertinent materials in the Handbook; and then views a videotaped instructional/model lesson which demonstrates the skills to be learned. During the viewing, the teacher uses a checklist provided in the Handbook to assess his ability to identify examples of the new skills presented in the lesson.

The teacher uses forms provided in the Handbook to plan a lesson encompassing the three new skills. He then practices the skills in a lesson with a small group of students. His presentation is recorded for the purpose of later analysis and self-evaluation. Immediately following the lesson, the teacher replays the recording and evaluates his performance on the forms in the Handbook.

The teacher uses forms provided in the Handbook to replan his lesson and reteach. Again, he records, replays, and evaluates his performance.

INSTRUCTIONAL SEQUENCE ONE

ASSESSING

INTERFERING BEHAVIORS

OBJECTIVE

The objective of Instructional Sequence One is to help you develop skills for assessing attending problems in your classroom.

INTRODUCTION

An assessment of attending problems involves three observational skills which are prerequisites to implementing behavior modification strategies.

The first prerequisite to behavior modification is identification and definition of the behavior in which change is desired. Because attending problems in the exceptional child classroom are usually manifested as interfering behaviors, your first task is to define and identify these behaviors. The first skill, Recognizing Interfering Behaviors, will enable you to observe your students and determine what interfering behaviors occur in your classroom.

The second prerequisite to behavior modification is to determine how often interfering behaviors occur. This measurement of the occurrence of interfering behavior before the implementation of modification strategies, used in comparison with later observations, will provide a reference point against which to measure changes in

student behavior, and thus assess the effectiveness of the procedures you will use to reduce the occurrence of interfering behaviors, and strengthen attending behaviors. The second observational skill, Establishing a Base-Rate, will enable you to measure the occurrence of interfering behaviors in your classroom.

Since interfering behaviors are sometimes maintained because they are inadvertently reinforced, the third prerequisite to behavior modification is a consideration of possible reinforcing outcomes for interfering behaviors. The third observational skill, Identifying Reinforcing Outcomes, will enable you to recognize events and conditions in the classroom which may be reinforcing interfering behaviors.

The three skills in Instructional Sequence One will enable you to assess attending problems in your classroom through the observation and measurement of student behavior. As you practice these three skills, you will acquire important information regarding your students' functioning. This information will assist you in planning a behavior modification approach to attending problems; it will also provide a means of measuring changes in your students' behavior, and the effectiveness of the techniques you will use to bring about these changes. Thus, your ability to objectively describe, observe, and measure behavior is an essential first step to implementing behavior modification strategies in your classroom.

SKILL 1: RECOGNIZING INTERFERING BEHAVIORS

Behavior modification must begin where the child is. In the exceptional classroom, children's attending problems are often characterized by the emission of interfering behaviors, or responses to stimulus events other than the learning task. These responses indicate that the student is either unaware of the learning task directed to him, or that he is unwilling to respond to that task.

Whatever their manifestation, these behaviors interfere with the student's ability to attend to the learning task. They may also disrupt the learning situation for other students, or involve responses which are inherently undesirable, such as aggression or destruction.

Interfering behaviors, then are maladaptive behaviors which occur with such frequency that they reduce the probability of appropriate responses being made, and thus impede the learning of adaptive behavior patterns.[2] Interfering behaviors are incompatible with attending behavior and may be considered as cues that a student is not paying attention to the learning task. Your first task in promoting attending behavior is to be able to recognize these cues. During a learning activity, you must notice where the student is looking, his facial expression, how he is sitting or moving, where his attention is directed. These observations are essential to the recognition of interfering behavior.

The following classification[2] of sample responses will assist you in recognizing interfering behaviors:

INTERFERING BEHAVIORS

Classifications	Specific Behaviors
1. Gross Motor	getting out of seat walking around hopping, skipping, jumping moving desk to neighbor rocking desk flailing arms
2. Noise Making	clapping hands tapping feet tapping pencil or other object rattling or tearing paper
3. Verbalization	whistling or singing laughing crying calling out to teacher making extraneous comments talking with other children
4. Orienting	turning head or body toward another person looking at another child looking at objects showing objects to another child
5. Aggression	pushing or shoving hitting or kicking poking with objects grabbing objects or work knocking books off desk throwing objects
6. Other	ignoring teacher questions, directions, instructions doing something other than that directed to do

These examples are not exhaustive; however, your familiarity with them will enable you to make a classroom observation and identify interfering behaviors which occur among your students.

As you observe student behavior and recognize interfering behaviors, you may also note classroom conditions which set the occasion for their occurrence. Such conditions are "distracting stimuli," and may involve outside events which are allowed to intrude upon the classroom; physical arrangement of the classroom, instructional materials, or equipment; the presence of irrelevant materials; seating arrangements; and the like. Through consideration of these conditions and careful engineering of the classroom environment to remove them, you can sometimes prevent the occurrence of interfering behavior.

SKILL 2: ESTABLISHING A BASE-RATE FOR INTERFERING BEHAVIORS

A base-rate is a measure of the amount, or rate, of behavior occurring naturally in the classroom. By establishing a base-rate for specific interfering behaviors before you implement behavior modification procedures, you will have a reference point against which to measure changes in behavior. By obtaining similar data throughout the behavior modification process and comparing them with the base-rate, you will be able to assess the effectiveness of the techniques you use to eliminate interfering behaviors and promote attending behavior.

The following example illustrates the value of the base-rate and data collection in determining the effectiveness of specific modification

techniques:

> . . .A team decided that their little seven-year-old boy was having great difficulty because he was emitting so many disruptive behaviors. He was doing things fairly continuously that interfered with learning since he could not attend to instructions while so engaged. Most of these were audible: grunts, groans, bangings, and all those things that active little boys can get involved in. The teachers took three five-minute samples of the youngster's behavior during instructional time in which they counted all instances of audible disruptive behaviors. There were 46 of these altogether or slightly over 15 per session. He was a fairly noisy little boy! To control this, the teachers put the boy on a token system and gave approval for quiet behavior, and these disruptive behaviors dropped to zero. They increased the sessions to fifteen minutes and then to twenty and twenty five minutes. The behaviors remained at zero until they considerably reduced the approval, which resulted in a slight increase. The teachers demonstrated quite clearly that this child could change his behavior dramatically and that he was able to control those activities that would markedly interfere with his learning and be quite disturbing to the teacher and the rest of the class. The significant data are in the following table. Note the dramatic change from the base-rate. From an average of 15.3 disruptions for a five-minute session or 46 for a fifteen-minute session he dropped to .8 and 4 respectively by the fifth day.

	Five-minute Average	Total Time (minutes)	Total Frequency
Base-rate	15.3	15	46
1st day	0	15	0
2nd day	0	15	0
3rd day	0	20	0
4th day	1.8	25	9
5th day	.8	25	4

> This simple example. . .graphically illustrates the value of the base-rate and data collection in demonstrating the efficacy of teacher controlled variables.[3]

One of the simplest ways to obtain a base-rate for interfering behaviors in your classroom entails the following procedure:

First, specify the behavior or behaviors which you wish to count. The interfering behaviors which you will identify during the practice of Skill I will provide you with this information.

Next, determine the setting in which these interfering behaviors are to be counted. Since you will be sampling interfering behaviors during a specified time interval--probably ten or fifteen minutes--on several different days, such factors as the nature of the instructional task, the kind of participation it requires, the number of students involved, and the time of day when it occurs should be held constant.

Then, tally the number of times the specified behaviors occur in the designated time interval. When you are counting more than one interfering behavior, or when you are making a total class observation to determine the occurrence of an interfering behavior, you may facilitate counting of responses in several ways--by keeping a form with you and simply tallying each interfering response; by using a wrist counter, such as golfers wear, to keep a tally; or, if you have an aide or mature students, by appointing them to keep a record.

In order to establish an accurate base-rate, it is important that this observation be repeated over at least several days. When you have sampled interfering behaviors during at least three time intervals, establish the base-rate by dividing the total number of occurrences by the total number of time intervals observed. The following example illustrates this procedure for a total-class observation of an interfering behavior:

INTERFERING BEHAVIOR: leaving seat unnecessarily and without permission during learning task

TOTAL NUMBER OCCURRENCES

DURING FIRST TEN-MINUTE OBSERVATION	3
DURING SECOND TEN-MINUTE OBSERVATION	7
DURING THIRD TEN-MINUTE OBSERVATION	2
TOTAL NUMBER OCCURRENCES DURING THREE TEN-MINUTE INTERVALS	12
BASE-RATE	
(TOTAL OCCURRENCES (12) ÷ TOTAL NUMBER TIME-INTERVALS OBSERVED (3))	4

The accumulation of data for a base-rate and throughout the modification process is essential to effecting changes in student behavior.

SKILL 3: IDENTIFYING REINFORCING OUTCOMES FOR INTERFERING BEHAVIORS

An important principle of behavior modification is that behavior is influenced by what happens as a consequence of its occurrence, and that behavior which is rewarded tends to be repeated. Some very effective techniques for establishing appropriate patterns of behavior are derived from this principle of reinforcement, but its effect can also be seen in the establishment of inappropriate patterns of response. Any behavior which is consistently rewarded will be maintained, and interfering behaviors are sometimes inadvertently maintained in the classroom because they secure outcomes which are rewarding to the child.

In the exceptional child classroom, interfering behavior may be emitted by a child merely to attract attention to himself. For most children, teacher-attention is a very powerful reinforcer; for some children, any kind of teacher-attention is better than none. Even when the teacher responds to interfering behavior with what she thinks are negative or aversive outcomes (reminders to behave, scolding, reprimands, etc.), she may actually be providing positive reinforcement for that behavior.

The function of teacher-attention in inadvertently maintaining interfering behavior is illustrated in the following example:

> A young male student was observed to spend about 75 percent of his classroom time in a variety of interfering activities, such as talking with other

> students, playing with milk cartons, and playing with toys carried in his pockets. During the recording of baseline data, it was observed that the teacher repeatedly asked him to put his things away and begin work. More than half the teacher-attention he received followed interfering behavior; this attention was obviously a powerful reinforcer for the student. By redistribution of teacher attention so that it followed study behavior rather than interfering behavior, the percentage of study time was increased from 25 to 80 percent.[4]

Another example of teacher-attention as an error of reinforcement is provided in the following example:

> The "off-task" behaviors of six elementary students during individual seatwork resulted in only 40 percent study time during thirty-minute intervals. During this baseline observation, most teacher-attention to the children followed non-study behavior. As teacher-attention was redistributed to follow study behavior, this behavior increased to 75 percent.[5]

By paying any kind of attention to interfering behavior, you may actually increase the behavior you wish to eliminate. This suggests that the most effective technique for dealing with interfering behavior is to ignore it. This technique will be considered in Instructional Sequence Three, which deals with the redistribution of teacher-attention to reduce the occurrence of interfering behaviors and to strengthen attending responses.

Another outcome which serves as a powerful reinforcement for behavior is peer-attention. Interfering behaviors are sometimes a child's means of "showing off" for his classmates; the attention of other children in such cases reinforces the interfering behavior.

The following report of a professional study illustrates the function of peer-attention in reinforcing interfering behavior:

> Observation of a fourth-grade student revealed that he spent 83 percent of his time teasing other children. The authors note that this disruptive behavior was probably producing a "pay-off" from other students in the form of laughter, complaints, and attention. When isolation was introduced as a consequence for teasing behavior, this behavior steadily decreased to 10 percent.[6]

Other events and conditions can also reinforce interfering behavior. In some cases, interfering behavior may be its own reinforcing consequence. This is obviously true of such "high-strength" student behaviors as talking with other children and playing with toys or other objects. In these instances, the interfering behavior not only provides diversion from the learning task, but is in itself enjoyable and rewarding to the student.

Instructional Sequence Four considers techniques for structuring the learning environment so that these high-strength, or enjoyable, activities are used to strengthen appropriate behavior rather than contributing to students' attending problems.

There is considerable evidence that interfering behaviors can be eliminated through extinction procedures. These procedures require careful observation of interfering behaviors so that you are able to identify their reinforcing outcomes and remove these outcomes. Systematic extinction of interfering behavior cannot be achieved until particular reinforcers are identified.

The third observational skill will help you identify outcomes which may be serving as reinforcement for interfering behavior in your classroom. As you use this skill, you should note how you and other children respond to a student's interfering behavior, and determine whether teacher-attention, peer-attention, or some other consequence is maintaining interfering behavior. When you have acquired this information, you will be able to eliminate interfering behavior by systematically removing its reinforcing outcome.

CLASSROOM OBSERVATIONS

In this chapter you have been introduced to three skills for assessing students's attending problems:

(1) Recognizing Interfering Behaviors;

(2) Establishing a Base-Rate for Interfering Behaviors; and

(3) Identifying Reinforcing Outcomes for Interfering Behaviors.

You will practice these skills by conducting observations of your students' behavior rather than in a microteach and reteach session. The forms for planning the use of these skills in classroom observation sessions begin on page 38.

You are now ready to view Instructional/Model Lesson One. This videotaped instructional material will present examples of interfering behaviors and outcomes which may reinforce such behaviors, and will provide you with an opportunity to identify these in the context of classroom activities. While viewing this material, you will also

practice establishing a base-rate. The checklists to be used as you view this videotape begin on the following page.

INSTRUCTIONAL SEQUENCE ONE

INSTRUCTIONAL/MODEL LESSON CHECKLIST

I. RECOGNIZING INTERFERING BEHAVIORS

DIRECTIONS: As each number appears on the screen, check the category to which that interfering behavior belongs.

Compare your identification with that given by the narrator.

NUMBER	1	2	3	4	5	6	7	8	9	10
GROSS MOTOR										
NOISE MAKING										
VERBALIZATION										
ORIENTING										
AGGRESSION										

INSTRUCTIONAL SEQUENCE ONE

INSTRUCTIONAL/MODEL LESSON CHECKLIST

2. IDENTIFYING REINFORCING OUTCOMES

DIRECTIONS: As each number appears on the screen, check the kind of reinforcing outcome illustrated.

Compare your identification with that given by the narrator.

NUMBER	1	2	3	4	5
TEACHER-ATTENTION					
PEER-ATTENTION					
OTHER					

INSTRUCTIONAL SEQUENCE ONE

INSTRUCTIONS AND SUGGESTIONS

TO HELP YOU CONDUCT YOUR FIRST OBSERVATION SESSION

TO THE TEACHER:

The purpose of the first observation session is to give you an opportunity to practice the three skills for assessing interfering behavior.

INSTRUCTIONS:

To implement the first observation session, you will utilize your pre-course videotape. As you view this tape, complete the forms on the following pages for "Pre-Course Videotape, First Viewing," and "Pre-Course Videotape, Second Viewing."

NOTE: IF A PRE-COURSE VIDEOTAPE IS NOT AVAILABLE, YOU MAY USE THESE FORMS TO CONDUCT AN ACTUAL CLASSROOM OBSERVATION.

INSTRUCTIONAL SEQUENCE ONE

PRE-COURSE VIDEOTAPE, FIRST VIEWING

OBSERVATION I

PURPOSE:

The purpose of this observation is to help you identify, during a fifteen-minute interval of an instructional activity, student interfering behaviors and the causes for their occurrence in your classroom.

INSTRUCTIONS:

Read through the two forms below before viewing your pre-course videotape.

OBSERVATION I:

As you conduct this observation, look for specific factors in the instructional environment which might be changed to prevent the occurrence of interfering behavior. Note below any changes you might wish to make in terms of the physical arrangement of the classroom, seating arrangements, etc.

PRE-COURSE VIDEOTAPE
FIRST VIEWING
OBSERVATION 2:

On the chart below, record specific interfering behaviors, according to the appropriate category, as they occur, and tally the number of times each behavior occurs.

Example: CATEGORY	SPECIFIC BEHAVIOR	NUMBER OCCURRENCES
GROSS MOTOR:	rocking desk	~~𝍸~~ I

NATURE OF LEARNING ACTIVITY _____

NUMBER STUDENTS INVOLVED _____ TYPE PARTICIPATION REQUIRED _____

NUMBER MINUTES OBSERVED _____

CATEGORY	SPECIFIC BEHAVIOR	NUMBER OCCURRENCES
GROSS MOTOR:		
NOISE-MAKING:		
VERBALIZATION:		
ORIENTING:		
AGGRESSION:		

INSTRUCTIONAL SEQUENCE ONE

CLASSROOM OBSERVATION

PRE-COURSE VIDEOTAPE, SECOND VIEWING

PURPOSE:

The purpose of this observation is to help you identify possible reinforcing outcomes for the interfering behaviors which you recorded in the first observation.

INSTRUCTIONS:

In this observation, you are interested in what happens to the student immediately after he emits on interfering response. Before you re-play the pre-course tape, read through the form on the following page so you will be prepared to make the required observations.

PRE-COURSE VIDEOTAPE
SECOND VIEWING

Example:

INTERFERING BEHAVIOR	POSSIBLE REINFORCING OUTCOMES	
1. Rocking Desk	Teacher-Attention:	
	Peer-Attention:	X
	Other:	

POSSIBLE REINFORCING OUTCOMES
FOR INTERFERING BEHAVIORS

INTERFERING BEHAVIOR (List Specific Behaviors Recorded in Observation I in Spaces Below)	POSSIBLE REINFORCING OUTCOMES	
1. _____	Teacher-Attention:	
	Peer-Attention:	
	Other:	
2. _____	Teacher-Attention:	
	Peer-Attention:	
	Other:	
3. _____	Teacher-Attention:	
	Peer-Attention:	
	Other:	
4. _____	Teacher-Attention:	
	Peer-Attention:	
	Other:	
5. _____	Teacher-Attention:	
	Peer-Attention:	
	Other:	
6. _____	Teacher-Attention:	
	Peer-Attention:	
	Other:	
7. _____	Teacher-Attention:	
	Peer-Attention:	
	Other:	
8. _____	Teacher-Attention:	
	Peer-Attention:	
	Other:	

INSTRUCTIONAL SEQUENCE ONE

INSTRUCTIONS AND SUGGESTIONS

TO HELP YOU CONDUCT YOUR CLASSROOM OBSERVATIONS

TO THE TEACHER:

The purpose of the classroom observation is to help you establish a base-rate for interfering behaviors as they occur in your classroom.

INSTRUCTIONS:

To implement the classroom observation as you conduct an activity with your entire class, you will: (1) observe student behavior, and (2) tally the occurrence of specific interfering behaviors which you listed as most prevalent in your classroom. You will complete this activity for two different fifteen-minute intervals, preferably on two different days. In each instance, the instructional activity should be similar to that recorded in your pre-course videotape in terms of the nature of the instructional activity, the number of students involved, and the type participation required.

INSTRUCTIONAL SEQUENCE ONE

CLASSROOM OBSERVATION

PURPOSE:

The purpose of this observation is to help you establish a base-rate for interfering behaviors as they occur in your classroom.

INSTRUCTIONS:

Select an on-going instructional activity in your classroom which involves all of your students. As you conduct this activity, record the number of interfering behaviors which occur during a fifteen-minute interval.

CLASSROOM OBSERVATION 1:

On the chart below, fill in the blanks with the specified information. Under "Interfering Behaviors," specify the particular responses which you think represent the most serious attending problems in your classroom (refer to your Pre-course Videotape Observation Form). Designate no more behaviors than you can readily count. As you conduct the learning activity, tally the number of times each of these behaviors occurs.

ESTABLISHING A BASE-RATE
FOR INTERFERING BEHAVIORS

DATE _____

NATURE OF ACTIVITY _____

NUMBER STUDENTS INVOLVED _____

TYPE PARTICIPATION REQUIRED _____

INTERFERING BEHAVIORS (Specific Behavior)	NUMBER TIMES OCCURRED
1. _____	Total: _____
2. _____	Total: _____
3. _____	Total: _____
4. _____	Total: _____
5. _____	Total: _____

CLASSROOM OBSERVATION 2:

Use the following form to repeat the previous observation during a second fifteen-minute interval.

ESTABLISHING A BASE-RATE
FOR INTERFERING BEHAVIORS

DATE _____

NATURE OF ACTIVITY _____

NUMBER STUDENTS INVOLVED _____

TYPE PARTICIPATION REQUIRED _____

INTERFERING BEHAVIORS (Specific Behavior)	NUMBER TIMES OCCURRED
1. _____	Total: _____
2. _____	Total: _____
3. _____	Total: _____
4. _____	Total: _____
5. _____	Total: _____

COMPUTATION OF BASE-RATE:

From the information you obtained when analyzing your pre-course videotape and your two classroom observations, compute the base-rate for each interfering behavior observed as follows:

INTERFERING BEHAVIOR 1 (Specify): _____
(Specific Behavior)

TOTAL OCCURRENCES FIRST FIFTEEN-MINUTE OBSERVATION _____
(Refer to Pre-course Videotape, First Viewing, Observation 2 -- p. 40)

TOTAL OCCURRENCES SECOND FIFTEEN-MINUTE OBSERVATION _____
(Refer to Classroom Observation 1 -- p. 45)

TOTAL OCCURRENCES THIRD FIFTEEN-MINUTE OBSERVATION _____
(Refer to Classroom Observation 2 -- p. 46)

TOTAL OCCURRENCES DURING 3 FIFTEEN-MINUTE INTERVALS _____

BASE-RATE
(Average Frequency per Fifteen-Minute Interval; Total Occurrences ÷ 3) _____

INTERFERING BEHAVIOR 2 (Specify): _____
(Specific Behavior)

TOTAL OCCURENCES FIRST FIFTEEN-MINUTE OBSERVATION _____
(Refer to Pre-course Videotape, First Viewing, Observation 2 -- p. 40)

TOTAL OCCURRENCES SECOND FIFTEEN-MINUTE OBSERVATION _____
(Refer to Classroom Observation 1 -- p. 45)

TOTAL OCCURRENCES THIRD FIFTEEN-MINUTE OBSERVATION _____
(Refer to Classroom Observation 2 -- p. 46)

TOTAL OCCURRENCES DURING 3 FIFTEEN-MINUTE INTERVALS _____

BASE-RATE
(Average Frequency per Fifteen-Minute Interval; Total Occurrences ÷ 3) _____

INTERFERING BEHAVIOR 3 (Specify): _____
(Specific Behavior)

TOTAL OCCURRENCES FIRST FIFTEEN-MINUTE OBSERVATION _____
(Refer to Pre-course Videotape, First Viewing, Observation 2 -- p. 40)

TOTAL OCCURRENCES SECOND FIFTEEN-MINUTE OBSERVATION _____
(Refer to Classroom Observation 1 -- p. 45)

TOTAL OCCURRENCES THIRD FIFTEEN-MINUTE OBSERVATION _____
(Refer to Classroom Observation 2 -- p. 46)

TOTAL OCCURRENCES DURING 3 FIFTEEN-MINUTE INTERVALS _____

BASE-RATE
(Average Frequency per Fifteen-Minute Interval; Total Occurrences ÷ 3) _____

INTERFERING BEHAVIOR 4 (Specify): _____
(Specific Behavior)

TOTAL OCCURRENCES FIRST FIFTEEN-MINUTE OBSERVATION _____
(Refer to Pre-course Videotape, First Viewing, Observation 2 -- p. 40)

TOTAL OCCURRENCES SECOND FIFTEEN-MINUTE OBSERVATION _____
(Refer to Classroom Observation 1 -- p. 45)

TOTAL OCCURRENCES THIRD FIFTEEN-MINUTE OBSERVATION _____
(Refer to Classroom Observation 2 -- p. 46)

TOTAL OCCURRENCES DURING 3 FIFTEEN-MINUTE INTERVALS _____

BASE-RATE
(Average Frequency per Fifteen-Minute Interval; Total Occurrences ÷ 3) _____

INTERFERING BEHAVIOR 5 (Specify): _____
(Specific Behavior)

TOTAL OCCURRENCES FIRST FIFTEEN-MINUTE OBSERVATION _____
(Refer to Pre-course Videotape, First Viewing, Observation 2 -- p. 40)

TOTAL OCCURRENCES SECOND FIFTEEN-MINUTE OBSERVATION _____
(Refer to Classroom Observation 1 -- p. 45)

TOTAL OCCURRENCES THIRD FIFTEEN-MINUTE OBSERVATION _____
(Refer to Classroom Observation 2 -- p. 46)

TOTAL OCCURRENCES DURING 3 FIFTEEN-MINUTE INTERVALS _____

BASE-RATE
(Average Frequency per Fifteen-Minute Interval; Total Occurrences ÷ 3) _____

ASSESSING INTERFERING BEHAVIORS IN THE CLASSROOM

When you have completed your pre-course videotape and classroom observations and evaluated your practice of the three skills for assessing interfering behaviors, you should be ready to transfer your use of these skills into your regular classroom environment.

Before you complete Instructional Sequence Two, it is essential that you establish a base-rate for the interfering behaviors you wish to eliminate as these occur in the total class situation. Forms are provided in the Appendix to help you make the required observations and compute the base-rate.

When you have completed Educourse I, you will repeat this assessment. By comparing the occurrence of interfering behaviors after you have implemented the skills in the following sequences with that recorded in the base-rate, you can determine the effectiveness of these techniques for modifying student behavior.

INSTRUCTIONAL SEQUENCE TWO

ELICITING

ATTENDING BEHAVIORS

OBJECTIVE

The objective of Instructional Sequence Two is to help you develop skills for eliciting attending behaviors in your classroom.

INTRODUCTION

Through your use of the observational skills in Instructional Sequence One you have acquired information relevant to the assessment of attending problems in your classroom. In this preliminary assessment, you have identified specific interfering behaviors, considered the possible reinforcing outcomes which exist for these behaviors, and established a base-rate from which you can assess changes in student behavior resulting from the modification techniques you will employ.

Instructional Sequence Two is concerned with students' attending behavior. For the purpose of this course, attending behavior is defined as "behavior which indicates that the learner is aware of the learning activity directed to him and is willing to respond to it."[1] This definition encompasses a concept of attention not only as appropriate "looking" and "listening" as dictated by the nature of the learning task, but also as participation in and active responding to that task. Task persistence and completion are also implied.

The three skills which you will learn in this sequence are methods of facilitating your students' emission of attending behaviors, and include the following:

(1) Discussing Attending Behaviors;

(2) Eliciting Student Examples of Attending Behavior; and

(3) Establishing Rules for Attending Behavior.

The purpose of these skills is to provide students with explicit information regarding the behaviors expected of them, and thus enhance the probability of correct responding.

SKILL 1: DISCUSSING ATTENDING BEHAVIORS

Discussing attending behaviors is a means of eliciting these responses from students. During this discussion, your task is to make students' encounter with the concept of "paying attention" as concrete as possible, and to provide students with explicit information about what they must do to pay attention. One way to accomplish this is through verbal instruction, explanations, and examples. Perhaps more effective is the modeling of specific attending responses. Modeling can be accomplished through the use of simple drawings or illustrations which show students "paying attention" or "not paying attention" in a variety of learning situations. It can also be effective through having students carry out specific attending responses.

To introduce your students to the concept of attending behavior you will want to stress the following ideas:

1. Paying attention is noticing something.

   Since we "notice" things with all our senses, you may want to set up simple learning tasks which demonstrate (a) learning by sight, and (b) learning by sound. (Tasks involving touch, smell, and taste are less relevant since these are not used extensively in teaching.) You should emphasize, first, that paying attention is "looking"--at the teacher, the board, a demonstration, the text; second, that paying attention is "listening"--to the teacher's instructions or explanations, to other students who are contributing to a discussion, to recorded materials.

2. Paying attention is taking part in the learning task.

   Attention also involves task participation, persistence, and completion, all of which require active responding. One way to get students to know that paying attention includes a response is to demonstrate how we know when someone is (or is not) paying attention. Pictures showing students responding in a variety of learning situations are particularly useful in illustrating this idea.

3. Paying attention is an important way to learn.

Though this realization should grow naturally from your discussion, you may want to emphasize it by considering what happens when students don't pay attention.

Throughout the discussion, you will want to provide verbal, visual, and demonstrated examples of attending behavior. The videotaped Instructional/Model Lesson that you will view during Instructional Sequence Two will illustrate examples which may be helpful to you in discussing attending behavior.

SKILL 2: ELICITING STUDENT EXAMPLES OF ATTENDING BEHAVIOR

Children need many opportunities to think and talk about attending behavior. You can provide these opportunities by shifting the responsibility for providing examples to your students. To make these identifications, children must apply what they have learned during the initial discussion; they must also recall, describe, and act out attending behavior.

To elicit student examples of attending behavior, you may use the following techniques:

1. Open-ended questions

Such questions as, "How do you pay attention when we're reading (or talking about a story, seeing a film,

doing arithmetic, etc.)? or "Tell me about a time when you paid attention" will help children verbalize their concepts of attention and label their experiences with this behavior.

2. Art-work

Asking students to draw pictures of specific attending behaviors will help them to formulate concepts of these behaviors. (This technique is particularly useful in establishing rules for attending behavior, as will be discussed below.)

3. Dramatic play situations

Practical experience with attending behaviors can be provided by having students act out appropriate behaviors, and simultaneously describe what they are doing.

These activities are important to an assessment of a child's understanding of attending behavior. Because the child's understanding will be reflected in his behavior and his comments, it is necessary to have him verbally describe what attention means to him and demonstrate his understanding through the emission of specific attending behaviors.

SKILL 3: ESTABLISHING RULES FOR ATTENDING BEHAVIOR

Once children are able to verbalize the difference between paying attention and not paying attention, and have accepted attending as an important way to learn, they are ready to participate in developing classroom rules for appropriate attending behavior. Establishing rules for attending behavior sets behavioral goals for your students.

As you define these rules, you will want to consider the interfering behaviors which have a high rate of occurrence in your classroom. The attending behaviors which you specify as rules should be based on the interfering behaviors which you wish to eliminate. The following examples illustrate this procedure:

Situation 1

Seat-work activities are often disrupted by students' leaving their desks. Since the interfering behavior in this case is "leaving desk," an appropriate rule might take the form of: "Stay in seat while working."

Situation 2

Students' whispered conversations disturb small-group reading sessions. To eliminate the conversations, the rule might be phrased: "Sit quietly."

Situation 3

During the teacher's presentation of materials, the following rules might be appropriate: "Listen to the teacher," or "Look at the board."

You will be able to determine rules appropriate to the learning situations which occur in your classroom and the interfering behaviors you wish to eliminate. One rule which is applicable to any classroom, especially when peer-attention serves as reinforcement for interfering behavior, is "Ignore children who aren't paying attention."

Since the purpose of the rules is to facilitate the emission of attending behavior, it is important that they be stated positively. The rules should not become a list of "don'ts," but rather should specify what children are to do. This represents a positive approach to the elimination of interfering behavior.

In making rules for attending behavior, you will want to "start small." Introduce only a few rules at a time--no more than five. Other rules can be added gradually as the situation demands. Keep the rules short and to the point; they can gradually be modified from simple to more complex.

By having students draw pictures to illustrate the rules for attending and posting these in a conspicuous place, you facilitate an awareness of appropriate attending behavior. The rules should

be reviewed often--at times other than when someone has misbehaved, and at the beginning of any learning activity to which they apply.

It is important in establishing rules to give children an immediate opportunity to apply them in a structured learning situation. This will not only reinforce their learning, but also give you a chance to identify children who may have problems in emitting attending behaviors appropriate to the rules.

The skills in Instructional Sequence Two represent a successive approximation approach to attending behavior. They will help you to elicit attending behaviors which can be promptly rewarded, thus rendered more probable. By allowing the child to continually acquire skills (staying in seat, looking at board, listening to teacher) that are successive approximations of the final level of skill development (paying attention), you can simultaneously provide an optimal amount of reinforcement for appropriate behavior, and a minimal opportunity for interfering behavior.

MICROTEACH AND RETEACH

The three skills that you will be practicing in your microteach and reteach lessons to elicit attending behavior are

(1) Discussing Attending Behaviors;

(2) Eliciting Student Examples of Attending Behavior; and

(3) Establishing Rules for Attending Behavior.

The purpose of the microteach lesson is to give you the opportunity to practice these behaviors in a small group setting. During this lesson, therefore, you will work with just a small group of children. The forms for planning the use of skills for eliciting attending behavior in your microteach lesson are found on pages 62-65.

The reteach lesson will give you an opportunity to improve your use of the three skills for eliciting attending behaviors. During this lesson, you will select a different group of students. The forms for planning your reteach lesson are found on pages 70-72.

You are now ready to view Instructional/Model Lesson Two. This videotaped instructional material will present and give examples of the three skills for eliciting attending behavior, and will give you the opportunity to identify each of these skills as they are demonstrated within the context of a classroom lesson. The checklist to be used as you view this tape begins on the following page.

INSTRUCTIONAL SEQUENCE TWO

INSTRUCTIONAL/MODEL LESSON
CHECKLIST

DIRECTIONS:

As each number appears on the screen, check the appropriate behavior.

Compare your identification of the behavior with that given by the narrator.

NUMBER	1	2	3	4	5	6
DISCUSSING						
ELICITING EXAMPLES						
ESTABLISHING RULES						

INSTRUCTIONAL SEQUENCE TWO

INSTRUCTIONS AND SUGGESTIONS

TO HELP YOU PLAN YOUR MICROTEACH LESSON

TO THE TEACHER:

The purpose of this microteach lesson is to give you an opportunity to practice using the three skills for eliciting attending behavior.

INSTRUCTIONS:

The form which begins on the following page will help you plan your microteach lesson. When you have completed this lesson plan, select three to five students to participate and conduct your microteach lesson.

INSTRUCTIONAL SEQUENCE TWO

MICROTEACH LESSON PLAN

INSTRUCTIONS:

The forms below will help you plan your microteach lesson and facilitate your use of the three skills for eliciting attending behaviors. Use it as a general guideline in establishing your teaching strategy.

I. Discussing Attending Behavior

Three important ideas you will want to stress in discussing attending behavior are outlined below. Beneath each of these you may wish to list techniques such as verbal examples, pictures and illustrations, and demonstrations you will use to develop that idea.

A. Paying attention is noticing something. We pay attention by looking at things and by listening.

_____

_____

_____

B. Paying attention is doing something, or taking part in an activity. The teacher contrasts examples of paying attention and not paying attention.

_____

_____

_____

_____

C. Paying attention is necessary for learning. Give situations demonstrating learning by paying attention and of not learning by not paying attention.

_____

_____

_____

_____

II. Eliciting Student Examples of Attending Behavior

Students can provide examples of attending behavior by telling about times when they have or have not paid attention. You may use such techniques as questioning, eliciting examples by showing drawings or "acting out" these behaviors. (Drawings are included in the back of the handbook for your use in this sequence.) As you plan your application of the techniques for eliciting such examples, you may wish to list them below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

III. Establishing Rules for Attending Behavior

As you establish with your students rules for attending behavior you might wish to relate these rules to high frequence interfering behaviors identified in Instructional Sequence One. Prior to your microteach lesson, you should specify the interfering behaviors that you wish to eliminate in your classroom. During the microteach lesson, prompt students to formulate rules related to the specific interfering behaviors which you wish to eliminate.

A. Teacher list of interfering behaviors to be eliminated:

_____

_____

_____

_____

_____

_____

B. Students' list of rules for attending behaviors stated in a positive form:

_____

_____

_____

_____

_____

_____

INSTRUCTIONAL SEQUENCE TWO

TEACHER SELF-EVALUATION

MICROTEACH, FIRST VIEWING

PURPOSE:

To evaluate your use of the skill of discussing attending behavior, eliciting student examples, and establishing rules.

INSTRUCTIONS:

Read through the forms below before viewing your tape so you will be ready to make the required observations. Then play your microteach videotape and make your response.

OBSERVATION 1:

On the chart below, tally each time you discuss the element listed.

ELICITING ATTENDING BEHAVIOR	
TYPE CUE	TALLY
1. Teacher Discussion/Attending Behavior	
2. Student Examples/Attending Behavior	
3. Reference to Rules/Attending Behavior	

OBSERVATION 2:

In viewing the tape, did you discover anything in your teaching that you might wish to change? Note these observations which may include such factors as personal mannerisms, errors in grammar, repetitive use of the same word or phrase, or the use of cliches.

INSTRUCTIONAL SEQUENCE TWO

TEACHER SELF-EVALUATION

MICROTEACH, SECOND VIEWING

PURPOSE:

To analyze the rules established for attending behavior.

INSTRUCTIONS:

Read through the information below before viewing your tape so you will be ready to make the requested responses.

OBSERVATION:

As you view your videotape, list the rules for attending behavior which were formulated. Then answer the questions relative to these rules.

ESTABLISHING RULES FOR ATTENDING BEHAVIOR
1. _____ _____ 2. _____ _____ 3. _____ _____ 4. _____ _____ 5. _____ _____

Looking over the rules that you established, answer the following questions:

(1) Have you extracted the most important rules? _____

(2) If not, how can you alter the lesson to help draft rules that are more immediately essential in your classroom setting?

_____

_____

_____

_____

_____

INSTRUCTIONAL SEQUENCE TWO

INSTRUCTIONS AND SUGGESTIONS

TO HELP YOU PLAN YOUR RETEACH LESSON

TO THE TEACHER:

The purpose of the reteach lesson is to provide you with an opportunity to improve your use of the three skills for eliciting attending behaviors.

INSTRUCTIONS:

To conduct your reteach, select three to five students other than those who participated in the microteach lesson. In planning your reteach lesson, you may want to use the same materials and activities you used in the microteach lesson; or you may want to select a series of different activities to be discussed and demonstrated.

INSTRUCTIONAL SEQUENCE TWO

RETEACH LESSON PLAN

INSTRUCTIONS:

As you plan your reteach lesson, examine your original lesson plan and your microteach evaluation forms. Consider the following factors as you develop your reteach lesson plan:

1. Review your first microteach evaluation forms. Note whether you provided examples for each aspect of "paying attention" -- looking, listening, and participating. Plan the procedures you will use to introduce these in your reteach.

   Give examples that you will use to demonstrate that "paying attention" is:
   (a) noticing something; or "looking" and "listening",
   (b) participating in a learning task, and
   (c) necessary for learning

   _____

   _____

   _____

   _____

   _____

2. If the second viewing of your microteach lesson indicated that the examples of attending elicited from your students were predominantly of one type, plan ways that you could elicit other examples:

   _____

   _____

_____

_____

_____

_____

3. Review the rules for attending which you established during the microteach lesson. Were these rules appropriate, short and to the point, and stated positively? _____

   (a) Show how you will revise these rules in your reteach lesson.

   _____

   _____

   _____

   _____

   _____

   _____

   (b) List ways you will elicit student applications of these rules.

   _____

   _____

   _____

   _____

   _____

   _____

INSTRUCTIONAL SEQUENCE TWO

TEACHER SELF-EVALUATION

RETEACH, FIRST VIEWING

PURPOSE:

To evaluate your use of the skill of discussing behavior, eliciting student examples, and establishing rules.

INSTRUCTIONS:

Read through the form below before viewing your tape so you will be ready to make the required observations.

OBSERVATION:

On the chart below, tally each time you demonstrated the attending behavior according to each aspect of the definition of "paying attention."

ELICITING ATTENDING BEHAVIOR	
TYPE CUE	TALLY
1. Teacher Discussion/Attending Behavior	
2. Student Examples/Attending Behavior	
3. Reference to Rules/Attending Behavior	

INSTRUCTIONAL SEQUENCE TWO

TEACHER SELF-EVALUATION

RETEACH, SECOND VIEWING

PURPOSE:

To evaluate your ability to establish rules for attending behavior.

INSTRUCTIONS:

Read through the form below before viewing your tape so you will be ready to make the required observation.

OBSERVATION 1:

On the chart on the following page specify the rules you established for paying attention.

ESTABLISHING RULES FOR ATTENDING BEHAVIOR
1. _____ _____ 2. _____ _____ 3. _____ _____ 4. _____ _____ 5. _____ _____

Review the rules established in your reteach lesson. Now answer the following questions:

(1) Have you extracted the most important rules? _____

(2) Are your students conscientiously attempting to comply with the established rules? _____

(3) List additional ways to develop student awareness of the rules.

_____

_____

_____

_____

_____

ELICITING ATTENDING BEHAVIOR IN THE CLASSROOM

When you have completed your microteach and reteach lessons and evaluated your practice of the three skills for eliciting attending behavior, you are ready to use these skills in a learning activity with your whole class. This will provide all of your students with an opportunity to become acquainted with specific attending responses, and to participate in establishing rules for attending behavior. It is important that you involve all of your students in establishing rules.

INSTRUCTIONAL SEQUENCE THREE

USING

TEACHER-ATTENTION

TO MODIFY BEHAVIOR

OBJECTIVE

The objective of Instructional Sequence Three is to help you develop skills in modifying student behavior through the appropriate use of teacher-attention as a consequence for attending and interfering behaviors.

INTRODUCTION

The skills in Instructional Sequences One and Two have enabled you to assess interfering behaviors and elicit attending responses in your classroom. Your next task is to implement behavior modification techniques which will strengthen students' attending responses and eliminate interfering behaviors. The techniques you will learn in Instructional Sequence Three are concerned with the application of appropriate consequences for student behavior.

As was pointed out in the introduction to EDUCOURSE I, the consequences for responding are the key factor in establishing any behavior pattern. If a response is rewarded, it tends to be repeated; if it is punished, it is not likely to be repeated. If no consequences obtain for a response--that is, if it is ignored--that response will be extinguished.

Your primary responsibility in establishing attending behavior and eliminating interfering behavior is to provide appropriate consequences for these responses. You already control many important consequences for your students in the form of grades, verbal praise or criticism, and activities. In this and the remaining instructional sequences, you will examine different kinds of reinforcement appropriate to the classroom and acquire skills in the systematic application of these consequences toward effective classroom management.

Among the many events and conditions in the classroom which can be effectively utilized to strengthen, weaken, or maintain particular behavior patterns, the most significant consequences for student responses involve teacher behavior. Through physical contact or proximity, verbal behavior, and bodily and facial expressions which indicate approval or disapproval, the teacher provides potent consequences for student responses. In many cases, teacher-attention has been indicated as the most influential factor in shaping student behavior. The importance of teacher-attention as a method of reinforcement is emphasized in the following excerpt:

> . . .the teacher must establish himself as a positive reinforcer to each child. The teacher's interactions with appropriate behavior from children must have the effect of strengthening that appropriate behavior pattern. If the teacher finds that his positive attention has little effect on the appropriate behavior of the child, then his task is clear. He must arrange environmental conditions so that social behavior comes to function as a social reinforcer for the child. If the teacher finds that attention, positive or negative, presented to the child following his inappropriate

> behavior is maintaining his rate of inappropriate behavior, then again the course of action is clear. The teacher must withhold attention from the behavior and redirect it to a behavior which should be strengthened.[1]

While other kinds of reinforcement will be considered in later sequences, the use of teacher attention as a reinforcing consequence is an ultimate goal in promoting attending behavior in the exceptional child classroom.

Teacher attention is considered the most appropriate method of behavior modification not only because it is usually the most effective reinforcer for student responses, but also because it provides normal social consequences readily managed by the teacher as an integral aspect of classroom interaction. Through the consistent and systematic application of teacher-attention as a consequence for student responses, you can shape attending behavior and eliminate interfering behavior.

The skills in this Instructional Sequence, which will enable you to provide teacher-attention as a consequence for attending behavior and to redistribute teacher-attention which may be reinforcing interfering behaviors include the following:

(1) Using Approval Responses:

(2) Relating Approval to Specific Student Responses; and

(3) Redistributing Teacher-Attention to Eliminate Interfering Behavior.

Of the several reinforcement strategies for modifying students' attending behavior which you will learn in EDUCOURSE I, these skills comprise the most important one. Before you consider the specific skills which will enable you to modify student behavior in this way, you may wish to review pages 9-15 in the Handbook introduction.

SKILL I: USING APPROVAL RESPONSES

The first teaching skill is concerned with methods of presenting teacher-attention as a consequence for attending behavior. These methods are termed approval responses,[2] and are used to communicate to the student that his behavior is appropriate and desirable. For most students, approval responses from the teacher will serve as highly effective reinforcement and can be efficiently used to strengthen attending behavior.

Approval responses can be categorized according to the kind of social interaction which they represent: (1) verbal expressions, (2) physical expressions, and (3) physical proximity and contact.

(1) Verbal expressions which can be used as approval responses are represented by the following words and statements:

Yes
Good
Neat
Nice
O.K.
Great
Commendable
Delightful
Fine answer
Uh-huh
Positively!
Go ahead
All right
Nifty
Exactly
Of course
Wonderful
Of course!

Correct
Excellent
That's right
Perfect
How true
Absolutely right
Keep going
Good responses
Beautiful
Wonderful job!
Fantastic!
Terrific!
Swell
Beautiful work
Marvelous!
Exciting!
Pleasant
Fabulous!
Splendid
Well-mannered
Outstanding work

I'm pleased.
Thank you.
I'm glad you're here.
That's a prize of a job.
You make us happy.
I think a lot of you.
You're tops on my list.
That's good work.
Remarkably well done.
You're very pleasant
That shows a great deal of work.
A good way of putting it.
That is a feather in your cap.
It is a pleasure having you as a student.
That's interesting.
You're doing better.
You are improving.
You're doing fine.
You perform very well, _____(name)_____.
That's very good, _____(name)_____.
I'm so proud of you.
I like that.
This is the best yet.
That's the correct way.
You do so well.

I admire it when you work like that.
I appreciate your attention.
Now you're really trying.
Keep working hard, _____(name)_____.
You've improved.

(2) Physical expressions which can be used as approval responses are represented by the following facial and bodily movements:

Looking
Smiling
Winking
Nodding
Grinning
Raising eyebrows
Opening eyes
Widening eyes

Clapping hands
Signaling O.K.

(3) Physical proximity, manifested through nearness or touching, as approval responses:

Sitting within the student group
Standing alongside
Walking among students

Hand on hand
Ruffling hair
Patting head
Pinching cheek
Leaning over
Patting back
Patting shoulder
Touching arm
Patting cheek

These examples will help you to develop a repertoire of approval responses appropriate to your personality, your students, and the attending behaviors you wish to reinforce. In using approval responses, remember that your intent is to convey honest praise for student behaviors which "follow the rules," and that sincerity is essential. Though some approval responses may not come naturally to you, you can learn to use them effectively through practice.

At this stage in shaping attending behavior, the more reinforcement you can provide, the better the learning of appropriate responses. While it is virtually impossible to reinforce all attending behavior with approval responses, you will want to provide them as frequently as possible. By varying your comments and actions, you can make the approval seem more natural.

SKILL 2: RELATING APPROVAL TO SPECIFIC STUDENT RESPONSES

In using approval responses as reinforcement, it is essential that they be closely related to the behaviors for which they serve as consequences. By relating approval to specific student responses, the teacher not only provides the student with explicit information regarding the appropriateness of his behavior, but also ensures that reinforcement is contingent upon desired terminal behaviors. The association of behavior with its consequences can be facilitated in two ways: through immediate reinforcement and through the extension of an approval response to include a verbal statement identifying the specific behavior being approved.

1. Immediate reinforcement

The longer the delay between the student's behavior and its consequences, the less chance that the consequences will be associated with the appropriate behavior. Thus, approval

responses should immediately follow student behaviors appropriate to the established rules for attending.

2. Extension of approval response

By identifying the specific behavior which indicates that a student is following the rules for attending, and stating this behavior as part of the approval response, the teacher can ensure that approval responses (or any kind of teacher attention) serve as reinforcement only for desirable behaviors. Through this technique, she is better able to enforce contingencies in the classroom--that is, to provide reinforcing consequences if, and only if, appropriate attending behaviors occur--and thus to eliminate errors in teacher attention which reinforce interfering behaviors.

The following examples illustrate how approval responses can be expanded to identify the specific behaviors for which they serve as consequences:

Approval Response	Association with Specific Behavior
"That's a good answer."	"It shows you've been listening carefully."
(Standing next to seated student.)	"I'm proud of the way you've been staying in your seat and working lately."
(Smiling at student.)	"You watched the board the whole time we were working problems. That's really paying attention."

(Putting arm around student who turns in completed assignment.)	"You certainly are working hard. I like the way you get all your assignments done."

You will want to modify the approval responses you use with your students in terms of your own rules for attending behavior and the specific responses which indicate that students are following these rules.

By using approval responses to point out appropriate behavior, you not only reinforce the behavior of the students to whom they are directed, but also provide other students with explicit information about what it means to pay attention. Approval responses thus provide positive examples after which students can model their behavior.

SKILL 3: REDISTRIBUTING TEACHER ATTENTION TO ELIMINATE INTERFERING BEHAVIORS

The first two skills are centered around the use of teacher-attention to provide consequences for students' behavior appropriate to established rules for attending. Teacher-attention is also an important means of dealing with inappropriate or interfering behaviors. The third skill is concerned with the elimination of interfering behaviors.

Extinction, or the gradual weakening of a response resulting from the removal of its reinforcing outcomes, has been mentioned as a technique for eliminating interfering behavior. While many kinds of

interfering behavior can be eliminated through systematic withdrawal of reinforcement, especially when such reinforcement involves teacher-attention, there are several problems inherent to the use of this extinction technique. These problems arise from the fact that, once extinction procedures are initiated for a particular behavior, reinforcement for that behavior must be totally avoided at any time in the future.

Total avoidance of reinforcement is complicated by two effects of extinction procedures on behavior: The first effect is that a behavior which is being extinguished will initially increase in rate of occurrence; when a child whose interfering behaviors are designed to attract attention finds himself ignored, he will usually resort to more extreme behaviors. The second effect is that interfering behavior may spontaneously recur over an extended period of time before it is finally extinguished.[3] These effects obviously contribute to the difficulty of consistently ignoring interfering behavior. If the occurrence of this behavior is sufficient to cause the teacher to eventually "give in" and react to it, the result is an intermittent schedule of reinforcement for the behavior, making it increasingly more difficult to extinguish.

One solution to the difficulties of effectively extinguishing behavior is suggested below:

> As Bandura and Walters (1963) have pointed out, it is more efficient to attempt to counter condition maladaptive behavior or replace it simultaneously with incompatible, adaptive alternatives than attempt

> merely to extinguish it without replacement. It is therefore important to find methods of facilitating the emission in the child of these adaptive alternatives which can then be promptly rewarded and thus rendered more probable.[4]

An effective means of dealing with interfering behavior combines extinction procedures with a positive reinforcement program. This procedure provides for differential social reinforcement, so that while interfering behaviors are ignored, the child does receive teacher-attention for desirable responses incompatible with specific interfering behaviors. The combination of ignoring interfering behavior and simultaneously reinforcing incompatible behavior is critical to the modification of inappropriate behavior.[5]

> ...it is probably very important to use differential social reinforcement at all times. Explicitly, this involves giving praise and privileges for improvement in behavior, and ignoring (rather than criticizing or distracting) children showing deviant behaviors---unless someone is being hurt. In the latter case, withdrawal of social attention and loss of the opportunity to earn tokens by isolating the child (time out) is the procedure of choice.[6]

During the instructional activity in which children's behavior is rated, immediate consequences, in the form of teacher-attention, should apply. The teacher should:

(1) reward appropriate behaviors, or approximations toward desired behavior, with approval-responses; and

(2) ignore interfering behaviors, and reward competing behaviors appropriate to the rules for attending.

The use of a token system (to be explained in greater detail in Instructional Sequence Four) provides an efficacious means of dealing

with interfering behaviors which are extreme--i.e., which threaten physical harm or property destruction. When such behaviors are emitted, the teacher can isolate the child from the learning activity, thus precluding his opportunity to earn points toward time in a desired activity. This procedure is examined as follows:

> ...it is important to stress that removal of a child to a time-out area when he is unable to control himself should be done with the following considerations:
>
> 1. It should occur only after the child's behavior has exceeded the limits of the classroom which have been clearly stated to him previously.
>
> 2. It should occur matter-of-factly, rather than as a result of teacher exasperation.
>
> 3. It should be presented to the child as a constructive aid to learning rather than arbitrary punishment (e.g., "It seems you are having trouble working in the class right now. Perhaps you can work better if you have a chance to sit by yourself for a period of time.")
>
> 4. It should involve a specific period of time (e.g., a specified number of minutes) and not be open-ended with the child spending hours in isolation until the teacher "gets around" to checking with him.
>
> 5. Once the specified period of exclusion from the class has passed, the child should be immediately returned without any attempt on the teacher's part to get him to promise to be a good boy from now on.[7]

The third teaching skill will enable you to eliminate interfering behaviors through the systematic redistribution of teacher-attention so that interfering behavior is deprived of reinforcement but competing attending behaviors are heavily reinforced. This skill incorporates

the following procedures:

1. Specify interfering behaviors to be eliminated:

   The observation form you completed in Instructional Sequence One identified interfering behaviors which occur in your classroom and are reinforced by teacher-attention.

2. Select desirable competing behaviors to be reinforced:

   The behavior to be heavily reinforced must be incompatible with the behavior to be eliminated: for example, if you wish to extinguish "out of seat" behavior, you should plan to reinforce students for staying in their seats; to extinguish talking, reward quiet behavior.

3. Ignore interfering behaviors:

   Remember that you must withhold any form of attention, whether positive or negative in intent, from interfering behavior; such behavior must be totally ignored.[8]

4. Reinforce competing behaviors with approval responses:

   You should provide approval for desirable behaviors as often as they occur; sometimes it may be necessary to reward approximations of appropriate behaviors.

By using this skill for redistributing teacher-attention so that it is a consequence only for appropriate behaviors incompatible with interfering behaviors, you can eliminate interfering behaviors.

The skills in Instructional Sequence Three are derived from research which indicates that teacher-attention is a powerful influence on student

behavior, and that the behavior of children can be markedly altered by developing teacher behaviors based on established principles of behavior modification. These principles for using teacher-attention as a consequence for student behavior are perhaps best summarized in the following statement:

"It matters when the teacher praises whom for what behavior."[9]

CLASSROOM ACTIVITY

In Instructional Sequence One, you assessed the interfering behaviors which occur in your classroom and established a base-rate for these interfering behaviors. Instructional Sequence Two enabled you to elicit attending responses from your students and establish rules for attending behavior. The three skills that you will practice in this sequence to help you modify student behavior through the appropriate use of teacher-attention are:

(1) Using Approval Responses;

(2) Relating Approval to Specific Student Responses; and

(3) Redistributing Teacher-Attention to Eliminate Interfering Behavior

Since the skills in this sequence are concerned with the modification of student behavior as it naturally occurs during instructional situations, two practice sessions of approximately thirty minutes duration with your entire class will be substituted for the microteach and reteach lessons conducted in the other instructional sequences.

The forms for planning the use of these skills for modifying student behavior in your thirty-minute classroom session begin on page 97.

You are now ready to view Instructional/Model Lesson Three. This videotaped instructional material will present examples of the three skills for using teacher-attention to modify student behavior, and will give you an opportunity to identify each of the skills as it is demonstrated in a classroom setting and facilitate your own use of these skills as opportunities occur in your classroom.

INSTRUCTIONAL SEQUENCE THREE

INSTRUCTIONAL/MODEL LESSON

CHECKLIST

DIRECTIONS:

As each number appears on the screen, check the appropriate behavior.

Compare your identification of the behavior with that given by the narrator.

NUMBER	1	2	3	4	5	6	7	8	9	10
USING APPROVAL										
RELATING APPROVAL										
REDISTRIBUTING TEACHER-ATTENTION										

INSTRUCTIONAL SEQUENCE THREE

INSTRUCTIONS AND SUGGESTIONS

TO HELP YOU PLAN YOUR FIRST CLASSROOM SESSION

TO THE TEACHER:

The purpose of this classroom session is to give you an opportunity to practice the three skills for using teacher-attention to modify student behavior.

INSTRUCTIONS:

Since the skills in the sequence are concerned with the modification of student behavior as it naturally occurs during instructional situations, you will conduct a thirty-minute lesson in your regular classroom with all of your students. This lesson should be appropriate to your ongoing program and should be of such a nature that it will generate opportunities for using the three skills.

In order to give you an opportunity to evaluate your performance, it will be necessary that you record this thirty-minute session on an audiotape recorder. A regular tape recorder, rather than a T.V. camera and videotape recorder, is used because it is more appropriate to the requirements inherent in practicing these three particular skills.

Time is an important factor in the wise and appropriate use of approval responses. Experience has shown that in a 15-minute micro-teach session it is highly unlikely that a significant number of opportunities for using approval responses will arise. A regular classroom setting, with the entire class participating, is a more likely situation for students to exhibit the behaviors to be examined than will four or five students in a microteach situation.

There are certain obvious limitations imposed by the use of audiotape as a record of what has occurred during the classroom session. Some interfering behaviors are of such a nature that you will have no record of these on the tape; e.g., a student may be disturbing the class by walking around. There will probably be no clue to his behavior on the audiotape; nor can you "hear" yourself ignoring this interfering behavior. What you do have on the tape is your verbal approval response, uttered when you redistributed teacher-attention by directing a comment to another student who is on task at the same time the first student is walking around: "Good, Randy. You have worked hard on the math assignment, and now it's done." You must then depend on recall to reconstruct such an occurrence and make a record on the forms provided.

The audiotape obviously cannot record the use of approving facial expressions or physical proximity or low-frequency noise-making. The audiotape does, however, provide a sound record of teacher-approval statements, and these stand as clues to related aspects of attending episodes.

Place the tape recorder in an unobstrusive place but in a location where the greater part of the classroom voices can be picked up. Adjust the volume control before you begin the session.

The forms which begin on the following page will help you plan your classroom session.

INSTRUCTIONAL SEQUENCE THREE

PLAN FOR FIRST CLASSROOM SESSION

INSTRUCTIONS:

I. Skills for Using Approval and Relating Approval

Use the form below to plan your classroom session. (1) List five interfering behaviors which you want to eliminate (as determined in Instructional Sequence One). (2) Write the rule established in Instructional Sequence Two to eliminate this interfering behavior. (3) Student response - what the student should be doing if he is complying with the rule. (4) Verbal and physical expressions - what statements, facial expressions, and gestures will you use to indicate approval.

EXAMPLE:

INTERFERING BEHAVIOR out-of-seat

RULE Stay in your seat.

STUDENT RESPONSE in seat

VERBAL AND PHSICAL EXPRESSIONS Put hand on shoulder, Look at him and say, "Good, John, you stayed in your seat."

#1

INTERFERING BEHAVIOR _____

RULE _____

STUDENT RESPONSE _____

VERBAL AND PHYSICAL EXPRESSIONS _____

#2

INTERFERING BEHAVIOR _____

RULE _____

STUDENT RESPONSE _____

VERBAL AND PHYSICAL EXPRESSIONS _____

#3

INTERFERING BEHAVIOR _____

RULE _____

STUDENT RESPONSE _____

VERBAL AND PHYSICAL EXPRESSIONS _____

_____

#4

INTERFERING BEHAVIOR _____

RULE _____

STUDENT RESPONSE _____

VERBAL AND PHYSICAL EXPRESSIONS _____

_____

#5

INTERFERING BEHAVIOR _____

RULE _____

STUDENT RESPONSE _____

VERBAL AND PHYSICAL EXPRESSIONS _____

_____

II. Skill for Redistributing Teacher-Attention to Eliminate Interfering Behaviors

In this classroom session, you will also practice the timely and appropriate use of the skill, redistributing teacher-attention to eliminate interfering behaviors. For each of the interfering behaviors listed, select a desirable competing behavior for which you will provide approval.

EXAMPLE:

INTERFERING BEHAVIOR out-of-seat

COMPETING BEHAVIOR in seat

TEACHER RESPONSE TO INTERFERING BEHAVIOR ignore child who is out of seat

APPROVAL RESPONSE Say to student who remains in seat, "Good, John, you remained in your seat and finished your work."

#1

INTERFERING BEHAVIOR _____

COMPETING BEHAVIOR _____

TEACHER RESPONSE TO INTERFERING BEHAVIOR _____

APPROVAL RESPONSE _____

#2

INTERFERING BEHAVIOR _____

COMPETING BEHAVIOR _____

TEACHER RESPONSE TO INTERFERING BEHAVIOR _____

APPROVAL RESPONSE _____

#3

INTERFERING BEHAVIOR _____

COMPETING BEHAVIOR _____

TEACHER RESPONSE TO INTERFERING BEHAVIOR _____

_____

APPROVAL RESPONSE _____

_____

#4

INTERFERING BEHAVIOR _____

COMPETING BEHAVIOR _____

TEACHER RESPONSE TO INTERFERING BEHAVIOR _____

_____

APPROVAL RESPONSE _____

_____

#5

INTERFERING BEHAVIOR _____

COMPETING BEHAVIOR _____

TEACHER RESPONSE TO INTERFERING BEHAVIOR _____

_____

APPROVAL RESPONSE _____

_____

When you have completed your lesson plan and selected an instructional task which will generate opportunities for using teacher-attention to modify student behavior, you are ready to conduct your first classroom session. It may be helpful to jot down some notes when opportunities occur for ignoring interfering behaviors or using approval responses. Forms for your evaluation of your use of the skills begin on the following page.

INSTRUCTIONAL SEQUENCE THREE

TEACHER SELF-EVALUATION

FIRST CLASSROOM SESSION

PURPOSE:

To evaluate your use of skills for showing approval, relating approval to specific student responses, and redistributing teacher-attention to strengthen attending behavior and eliminate interfering behavior.

INSTRUCTIONS:

Read through the following forms before playing your audiotape so you will be ready to make the required observations.

OBSERVATION:

On the chart below, tally each instance of your use of teacher-attention to modify behavior.

USING APPROVAL	
RELATING APPROVAL	
REDISTRIBUTING TEACHER-ATTENTION	

OBSERVATION 2:

As you practiced approval responses during this classroom session, were there any students who reacted adversely to a particular kind of approval? If so, specify below:

STUDENT	KIND OF APPROVAL	REACTION

For these students, it is important that other kinds of reinforcement (considered in Instructional Sequence Four) be paired with teacher praise. Eventually, student behavior will come under the control of social approval, rather than more contrived reinforcers.

INSTRUCTIONAL SEQUENCE THREE

INSTRUCTIONS AND SUGGESTIONS

TO HELP YOU PLAN YOUR SECOND CLASSROOM SESSION

TO THE TEACHER:

The purpose of the second classroom session is to provide you with an opportunity to improve your use of the skills for using teacher-attention to modify student behavior.

INSTRUCTIONS:

You should again conduct this session in your regular classroom with all of your students as the skills in the sequence are concerned with the modification of student behavior as it naturally occurs during instructional situations. The lesson should last thirty minutes and should be of such a nature that it will generate opportunities for using the three skills:

1. Using Approval Responses
2. Relating Approval to Specific Student Responses
3. Redistributing Teacher-Attention to Eliminate Interfering Behaviors

You will again use an audiotape recorder to record the session as it is more appropriate to the requirements inherent in practicing the three skills.

INSTRUCTIONAL SEQUENCE THREE

PLAN FOR SECOND CLASSROOM SESSION

INSTRUCTIONS:

As you plan your second classroom session, examine your original lesson plan and your first classroom session evaluation forms. Consider the following factors as you develop your second classroom session lesson plan:

1. What procedures will you use to conduct a review of the rules for attending behavior?

_____

_____

_____

2. What interfering behaviors do you plan to ignore?

_____

_____

_____

_____

_____

3. Specify attending behavior incompatible with each of the above which you plan to reinforce:

_____

_____

_____

_____

_____

4. What kinds of approval responses do you plan to use?

5. What statements can you make to relate approval responses to the behaviors you have identified in Question 3?

INSTRUCTIONAL SEQUENCE THREE

TEACHER SELF-EVALUATION

SECOND CLASSROOM SESSION

PURPOSE:

To evaluate your use of the skills for showing approval, relating approval to specific student responses, and redistributing teacher-attention to strengthen attending behavior and eliminate interfering behavior.

INSTRUCTIONS:

Read through the following forms before playing your audiotape so you will be ready to make the required observations.

OBSERVATION:

Carefully study the following examples before listening to your audiotape.

EPISODE #1. Teacher hears on audiotape: "Show me a red circle and a blue circle. Good, Jeannie." Teacher stops the tape to record this occurrence. Teacher writes student's name beside (A). Under "response", teacher writes "participation". Beneath "consequences for behavior", "used approval" is checked. Box (B) is left blank.

EPISODE #2. Teacher hears on audiotape: "Excellent, Marvin. That shows you paid attention and remembered the rule, 'listen to the teacher when she is giving directions'." Teacher stops the tape to record this occurrence. Teacher writes student's name beside (A). Under "response", teacher writes "listening". Beneath "consequences for behavior", "related approval" is checked. Box (B) is left blank.

EPISODE #3. Teacher hears on audiotape: "It's a pleasure to work with you, Arlis. You keep your attention directed to your work no matter what is happening around you." Teacher stops the tape to record this occurrence. The approval statement is a clue that an interfering behavior prompted this instance of redistributing teacher-attention. What was the interfering behavior and who emitted it? Teacher must depend on simple recall or classroom notes to provide this information. In box (A) write the name of the student who exhibited the interfering behavior: Foster Blair. Under "response","tipping chair". Beneath "consequences", check "was ignored". In box (B) write Arlis Jones (student who exhibited competing behavior). Under "response", write "on task". Beneath "consequences for behavior" mark"related

approval" and "redistributed teacher-attention". It is important to note that an instance of redistributing has these elements: an interfering behavior which should be ignored; and a competing behavior which is approved.

EPISODE #4. Teacher hears on audiotape: "Good girl, Lynn. I'm glad to see you hard at work now." Teacher stops the tape to record this occurrence. The approval statement is a clue that just before the teacher uttered the approval response, Lynn was doing something that was an interfering behavior. What was the interfering behavior? Teacher recalls the incident. Lynn was out of her seat. In box (A) teacher writes Lynn Harding. Under "response", "out of seat". Beneath "consequences for behavior", "was ignored". In box (B) teacher writes Lynn Harding again. Under "response", "on task". Remember, Lynn returned to her seat and soon was working diligently. Beneath "consequences for behavior" mark "related approval" and "redistributed teacher-attention".

				CONSEQUENCES FOR BEHAVIOR		
STUDENT		RESPONSE	USED APPROVAL	RELATED APPROVAL	WAS IGNORED*	REDISTRIBUTED TEACHER-ATTENTION
#1 A.	Jeannie Samos	Participation	X			
B.						
#2 A.	Marvin Blass	Listening		X		
B.						
#3 A.	Foster Blair	Tipping Chair			X	
B.	Arlis Jones	On Task		X		X
#4 A.	Lynn Harding	Out Of Seat			X	
B.	Lynn Harding	On Task		X		X

* You may have an instance of ignoring an interfering behavior not coupled with a competing behavior.

Now, as you listen to the audiotape recording made during the second classroom session, complete the form below. You will be able to stop the tape when necessary to note an occurrence of teacher-attention.

STUDENT		RESPONSE	CONSEQUENCES FOR BEHAVIOR			
			USED APPROVAL	RELATED APPROVAL	WAS IGNORED	REDISTRIBUTED TEACHER-ATTENTION
A.						
B.						
A.						
B.						
A.						
B.						
A.						
B.						
A.						
B.						
A.						
B.						
A.						
B.						
A.						
B.						
A.						
B.						

OBSERVATION 2:

As you practiced approval responses during this classroom session, were there any students who reacted adversely to a particular kind of approval? If so, specify below:

STUDENT	KIND OF APPROVAL	REACTION

For these students, it is especially important that other kinds of reinforcement (considered in Instructional Sequence Four) be paired with teacher praise. Eventually, student behavior will come under the control of social approval, rather than more contrived reinforcers.

USING TEACHER-ATTENTION TO MODIFY STUDENT BEHAVIOR IN THE CLASSROOM

When you have completed your microteach and reteach lessons and evaluated your practice of the three skills for using teacher-attention to modify behavior, you are ready to use these skills as a consistent part of your classroom interaction with your students.

As you use these skills, consider the following:

(1) Any form of teacher-attention is reinforcing to some students, and consequences which you consider as punishing may be maintaining interfering behaviors.

(2) When an interfering behavior is ignored, the student emitting the behavior should receive subsequent approval for his adaptive response incompatible with the interfering behavior.

INSTRUCTIONAL SEQUENCE FOUR

DEVISING AND IMPLEMENTING

A REINFORCEMENT SYSTEM

OBJECTIVE

The objective of Instructional Sequence Four is the development of teacher skills in: (a) determining reinforcers to meet individual needs, and (b) constructing and administering an individualized reinforcement system. This system, based on the awarding of points which can be exchanged for activities, will allow the teacher to control reinforcement schedules.

The skills in this sequence include:

(1) Developing a Reinforcement Strategy

(2) Establishing Contingencies, and

(3) Enforcing Contingencies.

INTRODUCTION

Before exceptional children can learn in school, the teacher must ascertain that some kind of reward is present in the classroom for each child. While social rewards in the form of teacher-attention and approval are meaningful for most children, the exceptional child's essentially negative experience in school and unsatisfactory social relationships may require that other kinds of rewards be used. For children who do not respond to teacher-attention as reinforcement, it is necessary to devise other consequences which will strengthen and maintain appropriate patterns of behavior.

The skills in Instructional Sequence Four which will enable you to devise effective individualized reinforcers are based on a theory of reinforcement known as the Premack principle:

> "For any pair of responses, the more probable one will reinforce the less probable one." [1]

This principle indicates that student behavior which naturally occurs with a high frequency, such as participation in activities of the child's own choosing, can be used to reinforce behavior with a low natural frequency, such as attending and task perseverance. A teacher who finds out what the student likes to do, and then allows him time to engage in chosen activities when his required learning tasks are satisfactorily completed, is using the Premack principle; probably the most common application of this principle is to let the student read his favorite book when he has finished an assigned learning task.

SKILL 1: DEVELOPING A REINFORCEMENT STRATEGY

Practical application of the Premack principle has proven successful in effecting behavior changes in children from a wide variety of backgrounds who displayed varying learning disabilities.[2] It is important to the use of behavior modification techniques with exceptional children because it extends the range of possible reinforcements to include activities which are not only readily available in the classroom, but are as well intrinsic to the learning situation. By identifying events and activities in the classroom to which children enjoy responding, and which will serve as reinforcing consequences for

low-frequency behaviors, the teacher will have available an almost limitless variety of effective reinforcers which can be individualized in terms of student preferences.

The components of the Premack principle as a reinforcement system are as follows: (a) identifying low-strength behaviors, (b) eliciting students' activity preferences, and (c) assessing individualized reinforcers. Low-strength behaviors and students' activity preferences can be identified in a structured interview; then, by pairing low-frequency behaviors and high-strength behaviors in a contrived-task approach, the effectiveness of specific activities as individualized reinforcers can be determined. The contrived-task approach requires that the student execute some amount of low-strength behavior in order to engage in a high-strength behavior for a specific length of time.

To use the interview technique for determining low-strength behavior related to the rules for attending, you will want to structure questions such as the following:

"What rule do you have the most trouble remembering?"
"What makes it difficult for you to follow this rule?"
"When is it hardest for you to pay attention?"

In answering these questions, the student will pinpoint behaviors for which you will want to provide effective reinforcement when they do occur.

When attention is considered in terms of the student's ability to engage in and complete learning tasks, it is important to define low-strength behaviors according to the academic tasks which the student finds most difficult. Questions designed to elicit this information might take the following forms:

"What subject is hardest for you?" "What particular part of _____. do you have trouble with?"

"What subject do you like least?" "Why?"

"What subject do you have the most trouble with?"
"What do you find difficult about _____ (specified subject)?"

The information provided by students' answers to these questions will identify low-strength behaviors related to task-attention and perseverance.

Through the structured interview, high-strength behaviors for each student--those reinforcing activities and events in the classroom which the student enjoys doing--may also be identified.

When you have determined classroom events and activities which each student views as rewarding, you may want to develop a "menu" of activities which represent these high-strength behaviors.[3]

The reinforcement menu is a collection of pictures depicting the activities which students enjoy doing. From this menu the student can select an activity. This activity, at the time, is a high-strength event and can be used as a reinforcing consequence for low-strength behaviors. This menu is easily compiled by having students draw pictures of preferred activities and then assembling them in a loose-leaf binder.

In addition to being included in the reinforcement menu, students' preferred activities may also be used to structure a classroom area devoted to these activities. Students can gain admittance only by completing assigned tasks, or emitting appropriate behaviors.

The following lists[4] may assist you in identifying potentially useful individualized reinforcers and compiling a reinforcement menu.

GRADES 1 to 3:

GIRLS

Objects

jacks
candy
eraser
pencil
comic books
toy rings
small dolls
crayons
coloring book
paper dolls

Activities

writing on the board
coloring
cutting with scissors
jumping rope
dusting
cleaning the sinks
going to the office
painting
working with flash cards
reading

Games

jacks
playing with dolls
Kaboom
Candy Land
Pick up Stix
Spirograph
Slap Stick
Old Maid
Clue
Dominoes

BOYS

Objects

water gun
comic books
small cars
flying planes
candy
rubber ball
whistles
baseball cards
pencil
marbles
clay

Activities

painting
making paper objects
taking care of pets
science experience
kicking a ball
swinging on the swings
cleaning the board
going to the office on an errand
cleaning the floor

Games

Kaboom
Time Bomb
Spirograph
checkers
puzzles
Clue
marbles
Hands Down
Green Ghost
Slap Stix

GRADES 4 to 6:

Objects	Objects
candy or gum	squirt guns
pencils	model planes
comic books	candy or gum
teen magazines	comics
felt pens	popcorn
paperback books	yo yo's
notebooks	stamps (for collection)
stationery	football or baseball cards
combs	colored pencils
plastic or paper flowers	magic puzzles
Activities	**Activities**
talking to a friend	science experiments
making things for special projects	clay
drawing	drawing
teacher's helper	puzzles
puzzles	talking into a tape recorder
reading	working film strip
creative writing	looking at or feeding pet
talking into a tape recorder	looking at magazines
clay	painting
vocabulary cards	line leader
Games	**Games**
Life	Chess
Dating Game	Monopoly
Go to the Head of the Class	Battle Ship
Scrabble	slot card
Twister	Clue
Easy Money	Booby Trap
Slap Stick	checkers
Password	Green Ghost
Hands Down	Dark Shadows

JUNIOR HIGH AND HIGH SCHOOL

Objects

records
teen magazines
combs
pens
pictures of movie stars
candy bars
small toys for siblings or disadvantaged children
paperback books
make-up
free lunch tickets

Activities

talking to a friend
time in class to do homework
typing
looking at teen magazines
not having to take a test
helping a younger child learn
playing Scrabble
grading papers
reading a book
puzzles (1,000 pieces)

Objects

records
car or sports magazines
combs
pens
psychedelic posters
candy bars
key chain
paperback books
hair cream
free lunch ticket

Activities

talking to a friend
getting out of class early
working on crafts or models
looking at a car or sports magazine
playing chess or checkers
playing Monopoly
puzzles (1,000 pieces)
time in class to do homework
not having to take a test

Total Class Activities

listening to the radio
class party
sitting by whomever you want to
field trips
watching a movie
bringing in T.V. to watch special programs
listening to records
class debate

Note: Observation of students' activity choices is important because their elicited preferences may reflect what they think the teacher expects them to like.

The following procedures should be used to structure and implement a reinforcement strategy:

(a) Select a task which can be readily managed by all group members. The task should be structured in terms of following the rules for attending during a learning activity.

(b) Present the menu of preferred activities and have each student select an individual reinforcer.

(c) Explain that when students finish their assigned tasks, they will be able to engage in the chosen activity for a specified period of time.

(d) Evaluate student performance in terms of interest persistence, and quality of performance as the task is carried out.

The skills in Instructional Sequence Four utilize the Premack principle as a means of devising effective individualized reinforcers based on students' activity preferences. Although this reinforcement strategy may be essential to modifying the behavior of exceptional children, the ultimate goal in providing reinforcement is to bring the student's behavior under the control of natural social consequences. For this reason, teacher-attention and approval should always be paired with the rewards represented in the reinforcement menu.

In using the kinds of reinforcers indicated by the Premack principle and the reinforcement strategy, two important concerns of the teacher are the amount and the frequency of reinforcement to be provided. The

following excerpt examines these two concerns:

1. To accelerate a rate of performance, reinforce it frequently in the beginning stages.

2. To maintain the high rate, once accelerated, reinforce the pattern only intermittently.

3. To get and maintain the most steady pattern of responding, reinforce number of responses made, rather than number of minutes worked, and keep the reinforcement intermittent after the initial stages.

4. Reinforcers do lose their strength over time.

5. Avoidance of loss of reinforcer strength...involves the correct number and correct amount of reinforcements.

6. Token reinforcement followed at some later specified time by a further reinforcement for which the tokens are exchangeable is the most workable arrangement yet for handling the problems of deprivation and satiation from reinforcement.[5]

The amount and frequency of reinforcement, then, are two important contingencies in modifying behavior; as indicated above, these contingencies are most readily managed through the use of a token system.

SKILL 2: ESTABLISHING CONTINGENCIES

To establish reinforcement contingencies with your students, you must develop their expectations concerning the earning of points for appropriate attending behavior, and the exchange of points for time in a preferred activity. Specifically, you must provide information about the number of points a student must accumulate in order to "buy" an activity session.

Token reinforcement involves the use of symbols, such as stars, points, or check marks, which come to have value to the student because they can be accumulated and exchanged for something he wants, such as time to engage in a preferred activity. When used in conjunction with the reinforcement menu, a token system "provides the teacher with a splendid opportunity to bring many different kinds of behavior under the reinforcement contingency."[6] In using this system, the teacher allocates tokens for attending behaviors in terms of both appropriate social responses (following established classroom rules) and appropriate academic responses (task participation and perseverence). Once the student has accumulated a requisite number of points, he can exchange them for time in the desired activity.

Tokens are a means of mediating the reinforcement system, in that they facilitate management of two important reinforcement contingencies. They allow the teacher to contol amount and frequency of reinforcement by entering into a contract with the child which specifies that if, and only if, the child emits some amount of attending behavior (represented by the accumulation of tokens), he may then engage in a desired activity for a specified length of time. Since the value of the tokens can be systematically varied, in terms of either the amount of behavior required to earn a token, or the length of activity time a token will "buy", this system facilitates contingency management.

While many different kinds of token systems can be devised, the following example illustrates a token system which can be easily applied to the classroom situation and readily administered by the teacher.

Tokens are awarded during a regularly-scheduled rating session of limited duration each day. At the beginning of this session, the rules for attending are reviewed, and children contribute descriptions of specific responses which will earn points. Following this review, the teacher conducts a learning activity, observing carefully to note any interfering behaviors emitted by a particular student. At the end of the session, she rates each child's behavior according to the established criteria, and awards points accordingly. The points are recorded on an individual work card for each student and accumulated from session to session. When the card is complete--that is, when the student has earned a specified number of points--it can be exchanged for an activity session, during which the child is allowed to choose an activity from the reinforcement menu and engage in that activity for ten minutes.

In this approach, the number of rating sessions per day, the length of the rating session, and the maximum possible number of points awarded during each rating session are held constant, as is the length of the activity session. The teacher controls the reinforcement schedule by gradually increasing the number of points necessary to earn an activity session.

However, as the teacher adapts to the use of a token system, she may want to introduce another variable--by having more than one rating session per day, extending the length of the session, changing the maximum number of possible points, or decreasing the length of

the activity session. These decisions can be made only on the basis of observed changes in student behavior. The ultimate objective is to reward frequently responses appropriate to the learning of new behavior patterns, then when these behavior patterns are acquired, to maintain them with intermittent reinforcement. As the delay between behavior and reinforcement in the form of an activity session is gradually increased, a high rate of attending behavior is maintained, while students also learn to delay rewards and their behavior becomes more subject to the control of natural social consequences.

Implementation of a token system depends upon careful preplanning of its components. Before tokens are introduced, the teacher must decide:

(a) when the rating session will be scheduled each day;

(b) how long the rating session will last;

(c) the nature of the learning activity during which attending behavior will be rated;

(d) the maximum number of points which can be earned during a rating session, and how these will be allocated;

(e) how individual student's points will be recorded;

(f) the length of activity session for which a completed point card is exchangeable; and

(g) what learning activity will be provided for students whose points are not sufficient to earn an activity session.

These factors will remain constant throughout the token system. The final decision concerns the number of points which will "buy" an activity session.

SKILL 3: ENFORCING CONTINGENCIES

The third teaching skill in this sequence is concerned with the assessment of student behavior and the allocation of points following a learning activity.

In rating students' behavior, the teacher should award points conservatively; points must be earned by behavior appropriate to the rules. However, the rules represent behavior goals and not absolute standards of behavior. The following excerpt is especially applicable to students who cannot easily attain the goals for attending:

> It is also important to use tokens and praise to shape improved behavior, so that all children can be affected by positive reinforcement. Catch the child being good. Focus on that aspect of behavior which is an improvement (e.g., in seat rather than out, even if not yet working) and reinforce it. Look for sequential steps toward improvement which can be successively reinforced (in seat, not turning and talking to neighbors, desk cleared of excess materials, paying attention, working diligently.[7]

The point scores which children receive should reflect their improvements in behavior toward attainment of the goals. The teacher must attempt to shape student behavior by awarding points for successive approximations of the behaviors specified by the rules.

When receiving their point allocations, students should be made aware of specific reasons for points being given or withheld. The teacher should point out particular behaviors, appropriate to the rules, which have earned points, as well as behaviors which must be improved in order for the student to earn the maximum number of points. The following

statements might be used in relating the allocation of points to specific student behaviors.

> "You earned the full number of points because you followed all the rules (specify)."
>
> "You earned five points because you're really trying to follow the rules (specify). Your behavior is improving."
>
> "You earned an activity period because you followed these rules (specify)."
>
> "Today you didn't earn the point for working quietly."
>
> "Next time you can earn more points by taking part in the discussion."
>
> "You'll have to finish your work in order to earn more points."

Since "a general goal of token systems is to transfer control of responding from the token systems to other conditioned reinforcers such as praise...,"[8] the teacher praise and approval should always be paired with points earned toward time in a chosen activity. The effectiveness of teacher-attention as a reinforcing consequence can be increased in this way, and ultimately children's behavior can be brought under the control of normal social consequences, rather than more contrived reinforcers.

The approval responses which you acquired in Instructional Sequence Three should be paired with points to reward appropriate student behaviors, or improvements in behavior.

The skills in Instructional Sequence Four will enable you to utilize a token system to control reinforcement contingencies. The token system allows for flexibility in applying individual reinforcement and facilitates

the appropriate distribution of rewards to either strengthen or maintain behavior. At the same time, the token system increases the effectiveness of social rewards in the classroom.

1. CONDUCTING THE STRUCTURED INTERVIEWS
2. CONSTRUCTING THE REINFORCEMENT MENU

The first skill in this instructional sequence, Developing a Reinforcement Strategy, will be practiced by means of (1) the structured interview to identify students' low-strength behaviors and to elicit their activity preferences; and, (2) the development of a reinforcement menu containing pictures of students' activity preferences.

This skill will not be practiced in a microteach session, but is an important step in developing a reinforcement strategy and is prerequisite to the microteach and reteach sessions. The activities in this instructional sequence extend over a period of four days, allowing one day for you to conduct the interviews and compile a reinforcement menu for two students. The forms for planning the use of this skill begin on page 129.

MICROTEACH AND RETEACH

The purpose of the microteach lesson for Instructional Sequence Four is to give you the opportunity to practice the second skill in devising and implementing a reinforcement system. This skill, Establishing Contingencies, will be practiced with the two students who participated in the previous day's activities. The forms for planning your microteach lesson begin on page 136.

The purpose of the reteach lesson is to give you an opportunity to practice the skills, Establishing Contingencies, mediated by the awarding of points; and Enforcing Contingencies. You will work with the same two students who participated in the microteach lesson. The forms for planning your reteach lesson begin on page 142.

You are now ready to view Instructional/Model Lesson Four. These videotaped instructional materials will present examples of the three skills necessary for devising and implementing a reinforcement system:

(1) Developing a Reinforcement Strategy;

(2) Establishing Contingencies, and

(3) Enforcing Contingencies.

You will be given the opportunity to identify each skill as it is demonstrated. The checklist to be used as you view this tape is found on the following page.

INSTRUCTIONAL SEQUENCE FOUR

INSTRUCTIONAL/MODEL LESSON

CHECKLIST

DIRECTIONS:

As each number appears on the screen, check the appropriate behavior.

Compare your identification of the behavior with that given by the narrator.

NUMBER	1	2	3	4	5	6	7	8	9	10
Developing a Reinforcement Strategy										
Establishing Contingencies										
Enforcing Contingencies										

INSTRUCTIONAL SEQUENCE FOUR

INSTRUCTIONS AND SUGGESTIONS

TO HELP YOU PLAN YOUR STRUCTURED INTERVIEW

TO THE TEACHER:

The purpose of this activity is to give you an opportunity to practice using the interview skills for (1) identifying low-strength behaviors, and (2) eliciting student activity preferences.

INSTRUCTIONS:

Select two students to participate in the interview session. The form which begins on the following page will help you plan your interview session.

INSTRUCTIONAL SEQUENCE FOUR

INTERVIEW SESSION

INSTRUCTIONS:

Use the form below to plan your interview session.

I. Identifying Low-Strength Behaviors

To identify low-strength student behaviors, you will want to ask questions relevant to either (a) student difficulties in following the established rules for attending, or (b) academic tasks in which students encounter the most difficulty or have the most trouble completing. The introduction to Skill I provided examples of both types of questions; refer to this information (pages 114-15) to complete the following:

A. What questions will you ask in order to identify low-strength behaviors?

1. _____

2. _____

3. _____

4. _____

5. _____

B. If student responses to these questions are vague or general, what additional questions will you use to elicit more specific information?

1. _____

2. _____

3. _____

4. _____

5. _____

II. Eliciting Student Activity Preferences

While eliciting student activity preferences, it is important to restrict choices to activities and events available to the classroom. You may facilitate this discussion by mentioning topics such as enjoyable activities, desired classroom duties, special privileges or seating arrangements, or by having available materials which may suggest desired activities. Refer to the introduction to Skill 2 (pages 116-18) in completing this portion of your lesson plan.

A. What questions will you ask to elicit student activity preferences?

1. _____

2. _____

3. _____

4. _____

5. _____

B. What other procedures will you use to elicit activity preferences?

_____

_____

_____

_____

_____

INSTRUCTIONAL SEQUENCE FOUR

LOW-STRENGTH--ACTIVITY PREFERENCE

RECORDING FORM

PURPOSE:

To identify student low-strength behaviors and activity preferences.

INSTRUCTIONS:

Use the following form in your interview session to record student responses to the questioning outline on pages 130 and 131.

EXAMPLE:

Student's Name Joe Cox Student's Name Sue Jones

LOW-STRENGTH BEHAVIORS	*M	ACTIVITY PREFERENCES	*M	LOW-STRENGTH BEHAVIORS	*M	ACTIVITY PREFERENCES	*M
Math-Addition		Checkers		Ignoring people around you		Puzzles	

TO THE TEACHER:

This form will be used to note student choices in both the structured interview and the microteach session. Do not use the sections marked " M "and the section, "FOR USE IN MICROTEACH SESSION" as you conduct your structured interview.

STRUCTURED INTERVIEW--MICROTEACH RECORDING FORM

Student's Name _____ Student's Name _____

LOW-STRENGTH BEHAVIORS	*M	ACTIVITY PREFERENCES	*M	LOW-STRENGTH BEHAVIORS	*M	ACTIVITY PREFERENCES	*M

*FOR USE IN MICROTEACH SESSION

INSTRUCTIONAL SEQUENCE FOUR

INSTRUCTIONS AND SUGGESTIONS

TO HELP YOU CONSTRUCT A REINFORCEMENT MENU

TO THE TEACHER:

The purpose of this activity is to give you an opportunity to construct a reinforcement menu for two of your students. This activity should be scheduled on the same day that you conduct your structured interviews and should occur immediately following that activity.

INSTRUCTIONS:

Using the same two students, provide them with several sheets of blank paper and pencils or crayons, and ask them to draw pictures of activities they enjoy and which can consequently be used to reinforce low-strength behaviors. This drawing task offers a second opportunity for students to reveal their activity preferences. These pictures should communicate to you additional information regarding the activities which your students enjoy doing.

Prior to the drawing task, you should discuss with your students the variety of reinforcing activities that are available in your classroom, thereby avoiding the selection of an activity which is unavailable or impractical. To prompt students to make choices you might wish to pose the following questions:

1. "Of all the things we do in the classroom, what do you like to do best?"

2. "What kinds of (books, games, etc.) do you like?"

3. "What makes you try hardest when you study?"

INSTRUCTIONAL SEQUENCE FOUR

INSTRUCTIONS AND SUGGESTIONS

TO HELP YOU PLAN YOUR MICROTEACH LESSON

TO THE TEACHER:

The purpose of this microteach lesson is to give you an opportunity to practice using the skill, Establishing Contingencies.

INSTRUCTIONS:

In this microteach lesson, use the same two students who participated in the structured interview and reinforcement menu activity.

INSTRUCTIONAL SEQUENCE FOUR

MICROTEACH LESSON PLAN

INSTRUCTIONS:

Use the form below to plan your microteach lesson.

1. Reviewing Low-Strength Behaviors

Discuss with the two students the low-strength behaviors identified as a result of the structured interview listed on the form on page 133. You will need this list to conduct your microteach.

A. What questions or statements will you use to prompt students' recall of their low-strength behaviors?

1. _____

2. _____

3. _____

4. _____

5. _____

2. Reviewing Student Activity Preferences

Discuss with the students their choices of activity preferences identified as a result of the structured interview listed on the form on page 133. You will need this list to conduct your microteach.

A. What questions or statements will you use to prompt recall of student activity preferences?

1. _____

2. _____

3. _____

4. _____

5. _____

3. Establishing A Simple Contingency

Explain to the students that they are required to execute some amount of low-strength behavior in order to engage in a high-strength behavior for some length of time.

A. What low-strength and high-strength behaviors will you pair for each of these students to explain a simple contingency? Use the lines below to state exactly how you will clarify these pairings and establish the related simple contingency.

_____

_____

_____

_____

_____

4. Constructing A Reinforcement Menu

Assemble the drawings of the students' activity preferences in a loose-leaf binder. This is your reinforcement menu for the two students. You will need the reinforcement menu when you conduct your microteach lesson.

A. How will you describe the reinforcement menu to your students? _____

_____

_____

B. How will you explain the transaction of some amount of time engaged in a low-strength behavior in exchange for some time in a chosen activity, as selected from the reinforcement menu? _____

_____

_____

INSTRUCTIONAL SEQUENCE FOUR

TEACHER SELF-EVALUATION

MICROTEACH, FIRST VIEWING

PURPOSE:

To evaluate your ability to prompt students' recall of their low-strength behavior and activity preferences as elicited during the interview session, and to assess the correlation between students' choices in the structured interview and in the microteach session.

INSTRUCTIONS:

The form which you used to record students' choices in the structured interview will be used to record students' choices in the microteach session.

OBSERVATION:

On the STRUCTURED INTERVIEW-MICROTEACH FORM on page 133, mark by checking in column "M" each time a student recalls a low-strength behavior or activity preference that he also chose in the structured interview. Choices not previously mentioned may be noted on the lower half of the form as indicated.

INSTRUCTIONAL SEQUENCE FOUR

TEACHER SELF-EVALUATION

MICROTEACH, SECOND VIEWING

PURPOSE:

To evaluate your use of the skill, Establishing Contingencies.

INSTRUCTIONS:

Read through the form below before viewing your tape so you will be ready to make the required observations.

OBSERVATION 1:

As you view the tape again, focus your attention on your use of the skill, establishing a simple contingency, i.e., explaining the transaction that some amount of time spent in a low-strength behavior can be exchanged for some time in a preferred activity. Mark by checking in the box below each time you established a simple contingency by explaining how such a transaction might be made.

Establishing A Simple Contingency					

OBSERVATION 2:

In your opinion, were the students able to comprehend the complete idea of a transaction in which some amount of time in a low-strength behavior can be exchanged for some amount of time in an activity chosen from the reinforcement menu? _____

As a result of this observation, do you think it is feasible to establish a special classroom area where students can engage in activities selected as rewards for appropriate behavior? If so, specify below how you will implement this arrangement:

_____

_____

_____

_____

_____

INSTRUCTIONAL SEQUENCE FOUR

INSTRUCTIONS AND SUGGESTIONS

TO HELP YOU PLAN YOUR RETEACH LESSON

TO THE TEACHER:

In your reteach lesson you will be given an opportunity to further practice your use of the skill, Establishing Contingencies, by using a somewhat more complex system, mediated by the awarding of points, or tokens. You will also be given an opportunity to practice the skill, Enforcing Contingencies.

INSTRUCTIONS:

In the reteach lesson, you will work with the same two students who participated in your microteach. The form which begins on the following page will help your plan your reteach lesson.

INSTRUCTIONAL SEQUENCE FOUR

RETEACH LESSON PLAN

INSTRUCTIONS:

Use the form below to plan your reteach lesson.

TO THE TEACHER:

Study the Student Observation Form on page 148. For the purpose of this reteach lesson the point system outlined on this form should be used to introduce your students to the operation of a token system. Remove the form from your handbook as you will need to show it to your students in the reteach lesson. The five behaviors listed on the form in Section I were selected because of their higher likelihood of occurrence in a microteach situation.

The point values assigned to each of the behaviors in section II are arbitrary, but this does allow some flexibility in awarding points for approximations as well as for absolute compliance. The names of the two students participating in the reteach lesson should be shown in section III. The spaces provided in section IV will give you an opportunity to tally and make notes about behavioral events for which you will award points.

In this reteach lesson you will want to observe the following procedure:

1. Introduce and explain the Student Observation Form.
2. Introduce and explain the Student Point Card.
3. Assign each student a task to be rated in the reteach lesson.
4. Select a Preferred Activity from the Reinforcement Menu.
5. Observe Student Behavior for the Rating Session.
6. Enforce the Contingency.

I. Introducing Student Observation Form and Student Point Card

A. To acquaint your students with a point system, you will want to introduce to them the Student Observation Form (page 148) and explain how it will be used in the reteach lesson.

1. How will you explain to your students the necessity for a student observation form and its use in rating them as they work at an assigned task?

_____

_____

_____

_____

2. Each behavior on the observation form is assigned a point range to be administered by the teacher at her own discretion.

How will you explain this to your students?

_____

_____

_____

_____

3. How will you explain the purpose of section IV of the observation form to validate your judgment in the awarding of points?

_____

_____

_____

_____

B. Introducing the Student Point Card

In the rating session, you will transfer to the Student Point Card the points accumulated by each student during the learning activity. This may be a square of colored construction paper on which you write the total number of points awarded to the student. This simple card is easily exchanged for something the student wants to do.

What type of point card will you design for your two students?

_____

_____

2. Assigning Students' Tasks for the Rating Session

To provide you with an opportunity to observe and rate your students as they are working on an assigned task, you will want to choose a task that is representative of the students' low-strength behavior and one requiring no longer than four minutes for completion.

A. What task will you assign each of the students that will lend itself to the rating system on the Student Observation Form?

Name of Student _____

Assigned task _____

Name of Student _____

Assigned task _____

B. What materials will you ask your students to bring to the reteach session.

_____

_____

_____

_____

3. Selecting an Activity Preference from the Reinforcement Menu to Complete the Transaction.

   You will want to ask each student in turn what he would like to do if he earns the predetermined points for the contingency.

   A. Of the 19 possible points on the Student Observation Form, how many points will you require to execute the transaction?

   _____

   B. How will you explain this contingency to your students?

   _____

   _____

   _____

   _____

4. Observing Student Behavior in the Rating Session

   As the rating session begins with your instructions to the students for their assignment, you will want to be observant of their behavior in terms of the criteria established for the rating session.

   A. At what point in the rating session do you plan to rate students on each of the five behaviors?

      1. _____ _____ _____

      2. _____ _____

      3. _____ _____

      4. _____ _____

      5. _____ _____

   B. As you must leave the immediate vicinity of the microteach table and be out of camera range during the observation session, you will want to select a vantage point for the observation session.

5. Enforcing Contingencies

At the end of the allotted four-minute interval, or sooner if students have completed their assignment, you should rejoin your students at the microteach table. You should discuss with both students the number of points earned by their performances in each behavior. When students are receiving their ratings you should specify why points are being given or withheld, and pair the awarding of points with approval responses.

A. What statements will you use to relate points (earned or not earned) to specific student behaviors?

_____

_____

_____

_____

_____

B. How will you effect the transfer of the total points earned to the Student Point Cards?

_____

_____

_____

_____

C. Finally, how will you explain to each student that he has or has not earned time for a preferred activity?

_____

_____

_____

_____

_____

STUDENT OBSERVATION FORM

I	Behaviors	Pays Attention to Instructions	Begins Work Promptly	Persists At Task	Completes Task	Performs Adequately
II	Number of Points	0-3	0-3	0-3	0-5	0-5
III	Name of Student 1. _____					
IV	Tally and/or Notes					
III	Name of Student 2. _____					
IV	Tally and/or Notes					

INSTRUCTIONAL SEQUENCE FOUR

TEACHER SELF-EVALUATION

RETEACH LESSON, FIRST VIEWING

PURPOSE:

To evaluate your use of the skills, Establishing Contingencies, mediated by the awarding of points; and Enforcing Contingencies.

INSTRUCTIONS:

Read through the form on the following page before viewing your tape so you will be prepared to make the required observations.

OBSERVATION:

On the Individual Assessment form on the following page answer the questions by simply checking "yes" or "no" for each of the two students.

INDIVIDUAL ASSESSMENT FORM

	Name:		Name:	
	Yes	No	Yes	No
1. Student Observation Form In your opinion, did the students appear to understand the purpose of the Student Observation Form? Did the students appear to understand the concept of a point range? Did the students understand and accept the fact that the awarding of points was to be based on your teacher judgment?				
2. Student Point Card Did the students appear to understand the purpose of transferring the points earned to a "Point Card"?				
3. Students' Task Assignment Was the task which you assigned based on a low-strength behavior previously determined?				
4. Reinforcement Menu Did the students understand how a reinforcement menu might be used to establish contingencies? Did the students show some enthusiasm about the proposed transaction.				
5. Rating Session As you view the rating session segment do you feel that you were fair and accurate in your overall judgment of the student's performance on the five behaviors?				

	Name:		Name:	
6. Enforcing Contingencies	Yes	No	Yes	No
Did the students appear to find your reasons for awarding or withholding points to be acceptable to them?				
Did the students seem to understand the transaction in which some time spent in a low-strength behavior can be exchanged for time in a preferred activity?				

INSTRUCTIONAL SEQUENCE FOUR

TEACHER SELF-EVALUATION

RETEACH LESSON, SECOND VIEWING

PURPOSE:

To evaluate your ability to implement a reinforcement system and enforce contingencies.

INSTRUCTIONS:

Read through the directions below before viewing your tape a second time so you will be prepared to make the required observations.

OBSERVATION I:

From your own point of view, and based solely on the way you have proceeded in orienting the two students to a token system of reinforcement, evaluate your effectiveness at every stage in the conduct of the reteach lesson; including weaknesses and/or deficiencies in your understanding and management of the system.

1. Introducing Student Observation Form _____

   _____

2. Introducing Student Point Card _____

   _____

3. Assigning Students' Tasks _____

   _____

4. Selecting an activity preference from the Reinforcement Menu _____

   _____

5. Conducting the Rating Session _____

_____

6. Enforcing Contingencies _____

_____

OBSERVATION 2:

How might you modify the reinforcement system to better adapt it to your classroom situation?

_____

_____

_____

_____

_____

IMPLEMENTING A TOKEN SYSTEM

IN THE CLASSROOM

As you begin to use the rating session and the token system as part of your everyday classroom procedure, you will have to modify point requirements in terms of individual student's behavior:

To strengthen attending behavior, award points as frequently as possible for improvements in behavior toward the goals specified by the rules.

To maintain patterns of attending behavior, gradually increase the number of points required to earn an activity session.

COURSE EVALUATION

The objective of EDUCOURSE I is to develop teacher skills which will (1) reduce the occurrence of behaviors which interfere with attention, and (2) elicit and maintain attending behavior. You may wish to assess the changes in your students' behavior which have resulted from your use of the skills in the course.

Refer to the forms entitled "Interfering Behaviors in the Classroom: Post-Course Assessment" in the Appendix (pages 157-168) for instructions in completing this course evaluation.

APPENDIX

INTERFERING BEHAVIORS IN THE CLASSROOM

POST-COURSE ASSESSMENT

INSTRUCTIONS:

The forms on the following pages (158-162) will permit you to transfer the information you recorded in Instructional Sequence One as you gathered base-rate data relevant to interfering behaviors in your classroom.

This information will permit you to make a comparison between the rates of occurrence for interfering behaviors in your classroom before and after completion of the activities in Educourse I.

I. OBSERVATION OF INTERFERING BEHAVIORS

Transfer the information from page 40 onto this form.

ESTABLISHING A BASE-RATE
FOR INTERFERING BEHAVIORS
PRE-COURSE VIDEOTAPE

OBSERVATION 2

DATE _____

NATURE OF ACTIVITY _____

NUMBER STUDENTS INVOLVED _____

TYPE PARTICIPATION REQUIRED _____

SPECIFIC BEHAVIORS	NUMBER TIMES OCCURRED
1. _____	Total: _____
2. _____	Total: _____
3. _____	Total: _____
4. _____	Total: _____
5. _____	Total: _____

Transfer the information from page 45 onto this form.

ESTABLISHING A BASE-RATE
FOR INTERFERING BEHAVIORS

CLASSROOM OBSERVATION I

DATE _____

NATURE OF ACTIVITY _____

NUMBER STUDENTS INVOLVED _____

TYPE PARTICIPATION REQUIRED _____

INTERFERING BEHAVIORS (Specific Behaviors)	NUMBER TIMES OCCURRED
1. _____	Total: _____
2. _____	Total: _____
3. _____	Total: _____
4. _____	Total: _____
5. _____	Total: _____

Transfer the information from page 46 onto this form.

ESTABLISHING A BASE-RATE
FOR INTERFERING BEHAVIORS

CLASSROOM OBSERVATION 2

DATE _____

NATURE OF ACTIVITY _____

NUMBER STUDENTS INVOLVED _____

TYPE PARTICIPATION REQUIRED _____

INTERFERING BEHAVIORS (Specific Behaviors)	NUMBER TIMES OCCURRED
1. _____	Total: _____
2. _____	Total: _____
3. _____	Total: _____
4. _____	Total: _____
5. _____	Total: _____

Transfer the information from pages 47-49 onto this form.

2. COMPUTATION OF BASE-RATES

INTERFERING BEHAVIOR 1 (Specify): _____

TOTAL OCCURRENCES FIRST FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES SECOND FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES THIRD FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES DURING 3 FIFTEEN-MINUTE INTERVALS _____

BASE-RATE
(Average Frequency per Fifteen-Minute Interval;
Total Occurrences - 3)

INTERFERING BEHAVIOR 2 (Specify): _____

TOTAL OCCURRENCES FIRST FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES SECOND FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES THIRD FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES DURING 3 FIFTEEN-MINUTE INTERVALS _____

BASE-RATE
(Average Frequency per Fifteen-Minute Interval;
Total Occurrences - 3) _____

INTERFERING BEHAVIOR 3 (Specify): _____

TOTAL OCCURRENCES FIRST FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES SECOND FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES THIRD FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES DURING 3 FIFTEEN-MINUTE INTERVALS _____

BASE-RATE
(Average Frequency per Fifteen-Minute Interval;
Total Occurrences - 3) _____

INTERFERING BEHAVIOR 4 (Specify): _____

TOTAL OCCURRENCES FIRST FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES SECOND FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES THIRD FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES DURING 3 FIFTEEN-MINUTE INTERVALS _____

BASE-RATE
(Average Frequency per Fifteen-Minute Interval;
Total Occurrences - 3) _____

INTERFERING BEHAVIOR 5 (Specify): _____

TOTAL OCCURRENCES FIRST FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES SECOND FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES THIRD FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES DURING 3 FIFTEEN-MINUTE INTERVALS _____

BASE-RATE
(Average Frequency per Fifteen-Minute Interval;
Total Occurrences - 3) _____

INTERFERING BEHAVIORS IN THE CLASSROOM

POST-COURSE ASSESSMENT

PURPOSE:

The purpose of these observations is to help you determine the success of the behavior modification techniques you have learned to use.

INSTRUCTIONS:

In your pre-course assessment, you recorded base-rates for specified interfering behaviors which you wished to eliminate. You will now tally the occurrence of these behaviors during instructional activities similar to the ones used in establishing base-rates.

Refer to your Pre-Course Assessment forms in the Appendix to specify the interfering behaviors to be counted and to plan appropriate instructional tasks. Use the forms on the following pages to record your observations for the Post-Course Assessment.

I. OBSERVATION OF INTERFERING BEHAVIORS

POST-COURSE VIDEOTAPE

ESTABLISHING RATES OF OCCURRENCE

"OBSERVATION I"

DATE _____

NATURE OF ACTIVITY _____

NUMBER STUDENTS INVOLVED _____

TYPE PARTICIPATION REQUIRED _____

INTERFERING BEHAVIORS	NUMBER TIMES OCCURRED
1. _____	Total: _____
2. _____	Total: _____
3. _____	Total: _____
4. _____	Total: _____
5. _____	Total: _____

ESTABLISHING RATES OF OCCURRENCE

CLASSROOM OBSERVATION 1

DATE _____ _____

NATURE OF ACTIVITY _____

NUMBER STUDENTS INVOLVED _____

TYPE PARTICIPATION REQUIRED _____

INTERFERING BEHAVIORS	NUMBER TIMES OCCURRED
1. _____	Total: _____
2. _____	Total: _____
3. _____	Total: _____
4. _____	Total: _____
5. _____	Total: _____

ESTABLISHING RATES OF OCCURRENCE

CLASSROOM OBSERVATION 2

DATE _____

NATURE OF ACTIVITY _____

NUMBER STUDENTS INVOLVED _____

TYPE PARTICIPATION REQUIRED _____

INTERFERING BEHAVIORS	NUMBER TIMES OCCURRED
1. _____	Total: _____
2. _____	Total: _____
3. _____	Total: _____
4. _____	Total: _____
5. _____	Total: _____

2. COMPUTATION OF RATES OF OCCURRENCE

INTERFERING BEHAVIOR 1 (Specify): _____

TOTAL OCCURRENCES FIRST FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES SECOND FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES THIRD FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES DURING 3 FIFTEEN-MINUTE INTERVALS _____

RATE OF OCCURRENCE
(Average Frequency per Fifteen-Minute Interval;
Total Occurrences - 3) _____

INTERFERING BEHAVIOR 2 (Specify): _____

TOTAL OCCURRENCES FIRST FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES SECOND FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES THIRD FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES DURING 3 FIFTEEN-MINUTE INTERVALS _____

RATE OF OCCURRENCE
(Average Frequency per Fifteen-Minute Interval;
Total Occurrences - 3) _____

INTERFERING BEHAVIOR 3 (Specify): _____

TOTAL OCCURRENCES FIRST FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES SECOND FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES THIRD FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES DURING 3 FIFTEEN-MINUTE INTERVALS _____

RATE OF OCCURRENCE
(Average Frequency per Fifteen-Minute Interval;
Total Occurrences - 3) _____

INTERFERING BEHAVIOR 4 (Specify): _____

TOTAL OCCURRENCES FIRST FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES SECOND FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES THIRD FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES DURING 3 FIFTEEN-MINUTE INTERVALS _____

RATE OF OCCURRENCE
(Average Frequency per Fifteen-Minute Interval;
Total Occurrences - 3) _____

INTERFERING BEHAVIOR 5 (Specify): _____

TOTAL OCCURRENCES FIRST FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES SECOND FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES THIRD FIFTEEN-MINUTE OBSERVATION _____

TOTAL OCCURRENCES DURING 3 FIFTEEN-MINUTE INTERVALS _____

RATE OF OCCURRENCE
(Average Frequency per Fifteen-Minute Interval;
Total Occurrences - 3) _____

REFERENCES

INSTRUCTIONAL SEQUENCE ONE

[1]Merle L. Meacham and Allen E. Wiesen, Changing Classroom Behavior: A Manual for Precision Teaching (Scranton, Pennsylvania: 1969), pp. 67-68.

[2]This classification is adapted from a categorization of disruptive behaviors in D. R. Thomas, W. C. Becker, and M. Armstrong, "Reduction and Elimination of Disruptive Classroom Behavior by Systematically Varying Teacher's Behavior," Journal of Applied Behavior Analysis, Vol. 1 (1968), pp. 35-45.

[3]Meacham and Wiesen, pp. 16-17.

[4]R. V. Hall, D. Lund, and D. Jackson, "Effects of Teacher Attention on Study Behavior," Journal of Applied Behavior Analysis, Vol. 1 (1968), pp. 1-12: as cited in Meacham and Wiesen, p. 71.

[5]Ibid.: as cited in Charles H. Madsen, Jr., and Clifford K. Madsen, Teaching/Discipline: Behavioral Principles Toward a Positive Approach (Boston: 1970), p. 63.

[6]Madsen and Madsen, p. 44.

INSTRUCTIONAL SEQUENCE TWO

[1]Recognizing and Obtaining Attending Behavior: An Individualized Teacher Education Module, The State Department of Education (Tallahassee: 1970), p. 9.

INSTRUCTIONAL SEQUENCE THREE

[1]Norris G. Haring, Attending and Responding (San Rafael, California: 1968), pp. 66-67.

[2]The term approval responses, the categories under which these responses are subsumed, and examples of specific responses are adapted from Madsen and Madsen, pp. 115-122.

[3]These effects are discussed in Norris G. Haring, Attending and Responding (San Rafael, California: 1968), p. 38.

[4]Herbert C. Quay, John S. Werry, Marjorie McQueen, and Robert L. Sprague, "Remediation of the Conduct Problem Child in the Special Class Setting," Exceptional Children, 32 (April, 1966), 511.

[5]Several studies which support the effectiveness of differential social reinforcement in developing social behaviors are reported in Wesley C. Becker, Don R. Thomas, and Douglas Carnine, Reducing Behavior Problems: An operant Conditioning Guide for Teachers (Urbana, Illinois: 1969), pp. 5-23.

[6]David S. Kuypers, Wesley C. Becker, and K. Daniel O'Leary, "How to Make a Token System Fail." In Fargo, Behrns, and Nolen, pp. 220-221.

[7]Frank M. Hewett, The Emotionally Disturbed Child in the Classroom (Boston: 1968), p. 174.

[8]Interfering behaviors rarely are so extreme that they threaten physical injury or property destruction; should such behaviors occur, however, the teacher obviously cannot ignore them. Isolation of the student involved may be the most effective way to deal with extreme behaviors, and is an alternative preferable to punishment.

[9]Becker, Thomas, and Carnine, p. 23.

INSTRUCTIONAL SEQUENCE FOUR

[1]David Premack, "Reinforcement Theory" cited in D. Levine (Ed.), Nebraska Symposium on Motivation, (Lincoln, Nebraska: 1965), p. 165.

[2]Examples of the application of the Premack principle can be found in Lloyd A. Homme, "Contingency Management," reprinted in George A. Fargo, Charlene Behrns, and Patricia Nolen (Eds.), Behavior Modification in the Classroom (Belmont, California: 1970), pp. 71-76.

[3]The concept of the reinforcement menu is from L. M. Addison and L. F. Homme, "The Reinforcing Event (RE) Menu," as mentioned in Homme, p. 72; specific techniques for devising and utilizing the reinforcement menu are adapted from Marvin F. Daley, "The Reinforcement Menu: Finding Effective Reinforcers" (publication information not available).

[4]These lists are adapted from Garth J. Blackman and Adolph Silberman, Modification of Child Behavior (Belmont, California: 1971), pp. 147-149.

[5]Haring, pp. 68-69.

[6]Meacham and Wiesen, p. 51.

[7]Kuypers, Becker, and O'Leary, p. 221.

[8]Kuypers, Becker, and O'Leary, p. 211.

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